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ABSTRACT

Empire State College of New York has published a report which describes and analyzes the nature and the dynamics of the Introductory Phase of three professional fields within the school's Master of Arts program: Business and Policy Studies, Labor and Policy Studies, and Culture and Policy Studies. The report is arranged according to program rationale and structure, student profiles, program implementation (as it affects students), and recommendations and conclusions. It covers the background and the organization of the program, including goals, leadership, evaluation, schedule of events and communication. It also provides a sketch of the first groups of graduate students involved, as well as insights into their thoughts and experiences in the program. A description of program implementation during the Introductory Phase is provided through information on the following aspects: graduate curriculum in the three areas of study, Residency I in January 1984, mid-term student progress, Residency II in April 1984, and contract outcomes and academic progress. Recommendations are categorized according to program organization, the graduate students, and program implementation concerning the curriculum and the residencies. A summarization of the enterprise is also provided. Contains 17 references. (GLR)

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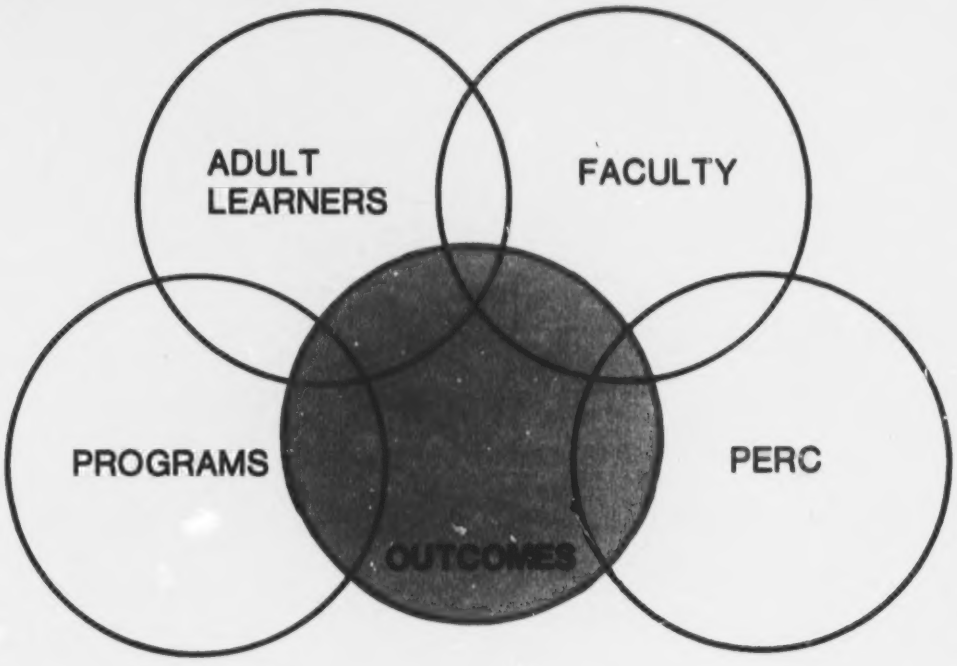

GRADUATE PROGRAM OUTCOMES

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Empire State College Research Series

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GRADUATE PROGRAM OUTCOMES

A DESCRIPTION AND EVALUATION OF THE INTRODUCTORY PHASE OF THE EMPIRE STATE COLLEGE GRADUATE PROGRAM

Prepared by

Office of Research and Evaluation
Empire State College
Saratoga Springs, New York

1984

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PREFACE

This report is a composite describing the reality called the Empire State College Graduate Program - the context, structure, people, processes, and outcomes in the Introductory Phase of the program as they are interrelated. Since it is impossible to describe a totality, certain aspects of the program were chosen according to the following research questions:

1. What is the rationale and the organization of the graduate program at Empire State College?

2. What is the nature of this new degree? What are the traditional and the non-traditional aspects? Is non-traditional program delivery appropriate and feasible for graduate education?

3. What are the objectives of the program (qualifications of entering students, commitment of material and human resources, effectiveness of the program delivery system, level of student performance)?

4. What constitutes the curriculum of the graduate program in each area of study? How is policy studies defined in the content and the activities? What is meant by liberal studies as a curricular element? How is the international perspective included in the curriculum?

5. Who are the participants who have chosen a directed independent study approach to graduate education?

6. What is the nature of the academic interaction between students and faculty, and among students? What is the nature of the interchange during the residencies?

7. What academic progress has been achieved during the Introductory Phase of the program? What new directions and learnings have taken place? What have been the unintended outcomes?

8. What are the particular valuable aspects of the graduate program according to students, and how can the program be improved to make it more responsive to adult student needs?

The report is arranged according to program rationale and structure, student profiles, program implementation as it affects students, recommendations and a conclusion. It covers the background and the organization of the program, including goals, leadership, evaluation, schedule of events and communication flow. It provides a sketch of the first group of graduate students involved, as well as insights into their thoughts and experiences in the program. A description of program implementation during

the Introductory Phase is provided by information on the follwing aspects: graduate curriculum in the three areas of study, Residency I in January 1984, mid-term student progress, Residency II in April 1984, as well as contract outcomes and academic progress. Recommendations are categorized according to program organization, the graduate students, and program implementation concerning the curriculum and the residencies. A conclusion summarizes the enterprise.

Multiple audiences will glean different insights from various parts of this report. It is hoped that the information will prove useful for discussion and for decision-making.

EXECUTIVE SUMMARY

The Empire State College (ESC) Master of Arts program was launched with the Introductory Phase in January 1984 after many years of planning. In recognition of the growing national need for informed and thoughtful leadership, the College has included Policy Studies as a special component of its new non-traditional graduate program. The program combines liberal and professional studies within the context of policy analysis. Presented in the Introductory Phase report are a view of the organization and the implementation of the graduate program and a description of the students, as well as reflections and recommendations of participants and of evaluators.

Outcomes of the program expected by the College include: (1) an appropriate and coherent curriculum for working adults in three selected professional fields: Business and Policy Studies, Labor and Policy Studies, and Culture and Policy Studies; (2) an approach to learning which integrates the best of traditional and non-traditional modes of study; and (3) a unique and cost-beneficial approach to educational change and resource sharing across a large state university system.

Program leadership has been comprised of an inter-institutional graduate council, a chief administrator (a dean will act as administrative head starting September 1984), three program area chairs, and a policy studies chair, as well as interdisciplinary faculty panels. A comprehensive evaluation strategy for the graduate program has been developed which includes formative and summative approaches. Oral and written reports have been prepared on curricula, students, and residency activities. On-going communication among the program personnel has taken place regarding program development, implementation, and evaluation.

For the first term, 103 applications were received by ESC and the final enrollment numbered 43 students: 23 in Business, 8 in Culture, and 12 in Labor. Sixty-seven percent were men, 33 percent women. Average age was 40, ranging from 25 to 68. Ninety-three percent of the students were white, and 7 percent were black. As for place of residence, 20 New York State counties were represented and 2 students resided out-of-state. Nineteen percent of the students were full time, and 81 percent were half time. ESC undergraduate alumni totaled 67 percent. As for occupations, 42 percent were supervisors or public officials, 14 percent self-employed, 12 percent sales, 12 percent professional, 9 percent semi-professional, 7 percent technical, and 5 percent clerical. Jobs included such interesting titles as management consultant and president (own firm), plant ceramic engineer, editor and publisher, partner in landscape studies research, principal budget analyst, and labor relations representative.

The Policy Studies seminar was planned to give extensive consideration to the domain of policy, its relation to particular professional fields, and its implications for society. Faculty chairs and panels prepared extensive commentaries on policy issues in each of the three degree areas, and this information was provided to students at the start of the seminar. Learning contracts had been prepared in each of the three areas of study, describing purposes, learning activities, and evaluation methods. Reading, independent research, report writing, and degree program planning were tasks to be accomplished by students.

The character and organization of the curriculum in each of three areas of study was designed to include knowledge, process, and values. The content was timely and significant, useful and of interest to adults, and addressed needs that are real to adult learners. Contracts were all shaped around themes in each study area. Continuity of themes, sequencing, such as micro to macro perspectives, and integration of learnings via discussion, reports, and presentations were part of the organization of the curriculum. Conceived and operative purposes of the curriculum were consonant with components of content, learning activities, and evaluation of adult student learning in the graduate program contracts.

One purpose of the residencies was to provide the faculty and the students with the opportunity to transmit subject matter information both formally and informally. Group discussions, a key element, were planned so that ideas from the readings, films, and lectures could be discussed. The residencies also provided students and mentors with a time to meet and to discuss past and future study.

The residencies helped to validate the program and to establish its special reality as participants shared knowledge, opinions, experiences, and reactions to residency events. There was an opportunity to talk about values, expectations, and procedures to help define the roles and responsibilities of graduate students in a new program. Residency periods were intended to supplement the mentor/tutorial system of graduate independent study at ESC. Face-to-face communication by all members of the residency group, together with parity among those of the group who in the "outside world" actually may differ greatly in status, were special features of such a residency experience. The diversity of individual backgrounds widened the area of resonance of new ideas and directions. There was much evidence of shifting of gears into high, of full involvement, and of ideas on transferring and using learnings in real life situations. The special spirit of the residency was reinforced by group discussions and casual meetings during meals and after the formal agenda ended. Frequently mentioned was the desire to meet in the future, and a strong sense of community was achieved.

Residency II was structured much like the first, with several important differences. Student presentations, rather than faculty presentations, made up the core of the program. The student presentations were generally of exceptionally high quality and they provided a kaleidoscopic view of policy issues which was mind expanding. The second special feature of the final residency was the complex congressional hearing conducted by the Business and the Labor faculty. The case study exercise stimulated thought, sharpened students' arguments and powers of analysis, and proved to be a challenging and exciting task at the residency.

Of 43 people that signed up for the first term, one person became ill, leaving 42 enrollees in the first term. Eight students enrolled full time during the first term. Incomplete work was recorded for a total of 15 students out of 42 (36%). Two of these 15 students were full time (Labor area). Summer enrollment (second term) totaled 29 students including 19 in Business, 5 in Culture, and 5 in Labor. Six Business students were full time; all other students were enrolled half time. A total of 17 mentors taught in the graduate program.

Major issues that emerged during the first two terms of the Introductory Phase of the program are summarized in the following recommendations:

1. That the graduate program planners carefully set forth and limit the educational purposes for the Policy Studies seminar so that the students have a clear understanding of those purposes. Activities and academic expectations set for the student should also be clearly stated and understood (see p. 54).

2. That the graduate dean regularly invite outside lecturers, evaluators, and consultants to participate in the graduate program (see p. 56).

3. That the graduate dean, area chairs, and faculty continue to develop the program in ways that fuse the best features of traditional and non-traditional education so that students' educational objectives are well met and high standards of academic performance are maintained (see p. 58), etc.

4. That the graduate dean, area chairs, and faculty consider a common transitional experience for participants in the Policy Studies seminar to sum up the seminar as well as to prepare students for the Emphasis phase of their programs (see p. 59).

5. That the graduate dean take appropriate steps to determine why paperwork is late (evaluating contracts, etc.) and initiate action in those cases where College policy is not being followed (see p. 60).

6. That the graduate dean, area chairs, and faculty discuss more fully the curricular focus of the graduate program to determine whether or not ESC wants to create a distinctive program focus (see p. 63).

7. That the graduate dean, area chairs, and faculty review the requirements for the Business, Labor, and Culture degrees to determine whether the present 36 credits of study is adequate to serve the kinds of students entering the program (see p. 64).

8. That the graduate dean, area chairs, and faculty should continue to consider ways to incorporate an international perspective on Policy Studies during subsequent development of the curriculum and subsequent term activities (see p. 65).

9. That the graduate dean, area chairs, and faculty need to conceptualize carefully the purposes of the residencies, plan the appropriate activities to meet those purposes, and schedule those activities in a manner that stimulates and challenges students and faculty. Given the new format of future residencies, the orchestration of the residency experience as a crucial component in a student's program is a pressing and paramount administrative and faculty task (see p. 66).

ACKNOWLEDGMENTS

Many people made significant contributions to this document. The primary author was Dorothy Crandell. Timothy Lehmann made substantial contributions, especially adding dimension to the recommendations. Reviewers include James W. Hall, Robert Orrill, Marianne Finnegan, Theodore DiPadova, and John Jacobson; their perceptive comments are most helpful in preparing the final version of this report.

Appreciation is extended to the first group of graduate students at Empire State College who provided the real grist for this document and willingly agreed to be interviewed. Many contributions were made by Robert Orrill, Marianne Finnegan and faculty in discussions throughout the course of the program. A word of thanks also goes to Rita Kelly for her Herculean efforts on the word processor, always managing to make it look easy.

Without the financial support of the Fund for the Improvement of Postsecondary Education and the encouragement of the administration of Empire State College, neither the program nor this study would have been possible.

Finally, any shortcomings in this report are my responsibility.

Dorothy Crandell

August 1984

Introduction

This report is intended to describe and analyze the nature and the dynamics of the Introductory Phase of the Empire State College Master of Arts program: Business and Policy Studies, Labor and Policy Studies, and Culture and Policy Studies. In recognition of the growing national need for informed and thoughtful leadership, the College has included Policy Studies as a special component of its new non-traditional graduate program. Expanding students' competence in addressing complex policy issues facing institutions on the level of policy formulation is one of the aims of the program (ESC Master of Arts Program Brochure, revised edition, May, 1984).

The Introductory Phase of the graduate program began for all students with the Policy Studies Seminar (6 credits), the foundation of study in the program. The Seminar lasted 16 weeks from January 16 to May 12, 1984. It included two periods of residency (4 days each) on January 28 to 31 and April 26 to 29. A three credit study in Research Methods was also required in this phase of the graduate program.

The organization of the graduate program is described on the pages which follow.

I. THE GRADUATE PROGRAM ORGANIZATION - INTRODUCTORY PHASE

The goals, leadership, evaluation strategy, schedule of events, and communication flow of the graduate program are presented in this section. Goals of the program range from broad and abstract institutional goals to concrete and personal goals of students.

A. Goals

In October 1980, Empire State College submitted a proposal to the State Education Department for graduate programs in Business and Policy Studies, Culture and Policy Studies, and Labor and Policy Studies (A Proposal for Programs in: Business and Policy Studies, Labor and Policy Studies, and Culture and Policy Studies Leading to the Degree of Master of Arts, October 1980). The proposed program combined liberal and professional studies within the context of policy studies. The program plans included core seminars, brief residencies, field internships, and directed independent study. The program represented a cooperative and interinstitutional effort, projecting close ties among ESC, SUNY, and other educational institutions and agencies in the state. In the summer of 1982, the governor approved a SUNY Master Plan Admendment authorizing Empire State College to offer a graduate program. A proposal to the Fund for Improvement of Postsecondary Education (FIPSE) resulted in start-up funds for the program. The framework and the base of the new proposal to FIPSE originated with the earlier State Education Department plan.

The FIPSE proposal for the graduate program states:

> In accord with its mission, which is to create and test new forms of education within State University of New York, the College expects its new graduate program to bring three important outcomes: (1) an appropriate and coherent curriculum for working adults in three selected professional fields; (2) an approach to learning which integrates the best of

> traditional and non-traditional modes of study; and (3) a unique and cost-beneficial approach to educational change and resource sharing across a large university system. (Graduate Education: A Model for Reform and Improvement, 3/28/83.)

According to the FIPSE proposal, Empire State College anticipated that the program would:

> ...appeal principally to adults in mid-life and mid-career, persons who were seeking to advance either in professional activities or in their communities and who wished to have a greater role in shaping the policy decisions that affected their lives. (Graduate Education: A Model for Reform and Improvement, 3/28/83.)

In fact, during the introduction to the program, student comments regarding their expectations ranged from goal oriented to evolving directions:

> -- Broaden my perspectives...have some effect on the policy processes in government.
> -- Mid-life renaissance--which follows the crises.
> -- I'd like to see where this ends.
>
> (Observations, First Policy Studies Seminar.)

As described in admission applications, typical goals of students from all three areas of study read:

> -- In addition to improving my occupational performance, I plan to put the knowledge gained through graduate study to work in community and volunteer activities.
> -- I should like to be able to comment on our culture from the standpoint of the individual psychology that embodies it.
> -- Studying for the pure pleasure of learning proved enormously rewarding. I want to gain knowledge to plan policy in cultural affairs.
> -- ...to hone skills developed over the years through hands-on trial and error methods. Opportunity to explore new ideas and approaches in the world of business, as well as to re-evaluate or temper viewpoints or techniques.
> -- ...to acquaint myself with the resources of my mind; to reap an immediate benefit in planning my technical activities; to aid in future business occupation; to go into teaching after my business days are over.
> -- ...to assume a lead role in formulating and implementing an organization's overall personnel, labor relations and staff development policy, and to direct activities in these areas. Ultimately I foresee a possible role as a

> neutral facilitator, rather than as a management or labor advocate, in mediation and grievance resolution processes.
>
> (Selected Admissions Applications.)

Thus there appears to be reasonable congruence between the graduate program aims and student expectations of the program. Learning goals of adult students tend to be many faceted and multi-dimensional, calling for individual programs based on these goals and the interplay of student interests, abilities and experiences in relation to the environment.

B. Leadership

Program coordination is based on the plan from the 1980 proposal to the State Education Department. The governing body for the Empire State College graduate program is an inter-institutional Graduate Council whose members are appointed by the Chancellor of State University of New York. The membership includes twelve State University of New York graduate faculty and administrators, with the President of Empire State College and the Chief Administrator of the Graduate Program as ex-officio members (see Appendix A). Serving as a policy making body to the College administration, the Council convenes regularly to monitor and review the program and to make policy recommendations for achieving the objectives of the program.

A Dean for Graduate Studies, appointed by the President of Empire State College from among candidates recommended by the Graduate Council, will act as administrative head for the program starting on September 1, 1984. The Dean has responsibility for implementing the program and is accountable to the President of ESC. An administrator has been in charge of implementing the program to date.

Robert Orrill, Chief Administrator, has overseen the planning and the operation of the graduate program since its beginnings. The authority structure has been decentralized, the decision-making patterns collegial.

Mr. Orrill's responsibilities were wide ranging with cooperation of participants and consideration of all interests as primary concerns.

The coordination of participatory planning activities which attempt to integrate the best of traditional and non-traditional modes of study, while effecting a cost-beneficial approach to educational change and resource sharing, requires great ingenuity. Assisted by the program Chairs and the Graduate Council, Mr. Orrill has recommended policies and procedures to the Graduate Council which adopted them for the graduate program, and he has monitored the implementation of the policies.

Marianne Finnegan, Policy Studies Chair, has concentrated her efforts on the formulation of a common program framework based on the policy component, connecting the three areas of study in the program.

Faculty Chairs, all senior faculty members, are George Dawson in Business John Bennett in Labor, and Wayne Willis in Culture. Interdisciplinary faculty panels in each of these three degree areas have been established, each led by the faculty Chair. Initial screening of faculty panel candidates by the Deans in each ESC Center was followed by a discussion between Robert Orrill and John Jacobson, Provost and Vice President for Academic Affairs at ESC. An attempt was made to create a balance in geographical distribution of the faculty members. (See Appendix B for organization chart and participants in program.) Final appointments of area chairs and faculty for the first term were made by the academic vice president upon the recommendations of the graduate program administrators.

Faculty who taught in the graduate program during the first term were drawn primarily from Empire State College faculty. Faculty affiliated with other institutions and qualified professionals may also serve as teaching faculty in the Graduate Program in accordance with relevant policies and

procedures of the College and of their own institution. The faculty have special skill and experience in individualized one-to-one teaching and advisement.

The input and the influence of the faculty in program planning has been both substantial and strong, with frequent planning meetings scheduled. A strong sense of commitment to the program has been apparent during this Introductory Phase.

C. Program Evaluation

A comprehensive evaluation strategy for the graduate program has been developed which includes both formative and summative approaches and follows students through three phases of the program (see Appendix C). Questions of various audiences have been identified and a data gathering plan has been outlined to include student applications and background information, as well as program context, processes and results. Methods of data collection include interview, survey, document review and analysis, observation, and participant observation.

Student applications have provided information for a profile on the adult attracted to the program to determine the level of knowledge, skills and experience in their emphasis area at the time of entry. Also of interest is student involvement with policy formation or implementation.

A 17 item Student Background Information survey was mailed to participants at the beginning of the first term to assess attitudes, feelings, and other information related to entry of adults into graduate study.

Telephone interviews were conducted with students prior to the first residency in order to gain an understanding of student progress in the program at that point in time. The conversations also revealed whether students had received residency materials and books, had contact with their mentor, and

felt prepared for their residency experience. Telephone interviews were also conducted between the first and the second residencies to assess further progress in the program.

Evaluation forms were distributed to students at the close of the first and the second residencies. This was followed by open evaluation sessions by some of the groups. Student satisfaction with the brief periodic interaction of the residencies was assessed to determine the nature and the meaning of such interaction in the education of adults.

Meanwhile, reports have been compiled on curricula at various colleges and universities on Master's programs which relate to the three ESC program areas. The rationales of the programs, the admissions qualifications of students, and degree requirements were described in the reports. The reports provide a basis for comparisons to help in the further design of appropriate and coherent curricula on the master's level for the students (Crandell, 1984).

Research staff have made two formal presentations to the Graduate Council in which the evaluation strategy was discussed (Lehmann, 1983 and 1984). Initial results of the first term experience were also summarized for Council response. In addition, on-going daily communication with the program administrator has been conducted regarding program development, implementation, and evaluation. Since its beginning, Empire State College has had a strong commitment to research and evaluation of programs, and this commitment takes on special significance with the Master's program effort.

D. Schedule of Events and Communication Flow

The Introductory Phase of the program began with the first term on January 16, 1984. The Policy Studies seminar first residency was held January 28-31, and the second residency April 26-29. May 13 marked the end of the first term.

In December 1983, letters from Mr. Orrill were mailed to candidates notifying them of acceptance into the program. A packet was forwarded on January 3, 1984 which contained general information on the Policy Studies seminar, instructions for ordering educational materials from the book lists, a brochure and a floor plan of the Stony Point Center, as well as a map of the area with travel information.

In a telephone survey conducted before the residency, all students had reported receiving their packets, all had filled out the book order form and had received their books. The service was prompt, and there were no complications.

As for communication with the assigned mentor, all students had had contact, either on the telephone or personally, with the mentor. Topics typically discussed concerned the academic concept of the curriculum, life accomplishments, an overview of the seminar, the readings, possible future projects, scheduling, and past courses taken.

Two students had these thoughts about the program two weeks into the term:

> -- People have asked me: 'What are you studying? What does it mean?' I'm not sure. I've studied art. I'm really interested more in the politics of culture.
>
> -- The seminar is a good idea, an excellent, desirable change in the non-traditional format in teaching. It brings students together with other students and mentors. It's a positive step.

> I also like the idea of being able to stay in the SUNYA [Rockefeller College] program. That linkage is good. That's not really new. What's new is drawing together people from the same program in the entire state. While the residency is experimental, I think it's worth the experiment. At least at this point, I think it will be.
>
> One of the really wonderful things about this is the opportunity for dialogue. In traditional programs the classes are so large, 40 or more students, there isn't a great deal of opportunity for dialogue with the teachers or with students. I think the seminar is a fine advantage.
>
> (Telephone Interviews, 1/24/84.)

In general, the tone of the telephone conversations with students reflected an eagerness to get started, some wonderment about what was to unfold, and a sense of readiness to meet the challenge of non-traditional graduate study.

The first group of students enrolled in the program is now described in summary form followed by three individual profiles.

II. GRADUATE STUDENTS - THE FIRST GROUP

One hundred three applications were received by ESC for the graduate program: 56 in Business, 27 in Labor and 20 in Culture. Accepted were 32 in Business, 14 in Labor and ten in Culture. Final enrollment numbered 23 in Business, 12 in Labor, and 8 in Culture Studies. The enrollment to application rate was 41 percent.

Forty-three like-minded individuals intent on earning a master's degree registered as students in the graduate program, but the actual diversity of the group was impressive. Sixty-seven percent were men, 33 percent women. Average age was 40, ranging from 25 to 68 (average age in Business - 39, in Labor - 38, in Culture - 46). Ninety-three percent of the students were white, and 7 percent were black. As for place of residence, 20 New York State counties were represented and 2 students resided out-of-state.

Nineteen percent of the students were full time, and 81 percent were half time. ESC undergraduate alumni totaled 67 percent. The total number of other colleges and universities attended was 96, over a 20 to 30 year period for some individuals. The types of colleges attended ranged from Trinity College, Oxford, to community colleges. GRE scores also ranged widely, some exceptionally high, with the following averages: Verbal = 527; Quantitative = 440; Analytic = 463. National norms for older students are: Verbal = 483; quantitative = 447. (Hartle et. al., ETS, 1983, p. 15 and Hartnett and Willingham, ETS, 1979). Thus ESC graduate program student GRE scores were slightly higher than the national norm for verbal scores and about the same for quantitative scores.

As for occupations, 42 percent were supervisors or public officials, 14 percent self-employed, 12 percent sales, 12 percent professional, 9 percent semi-professional, 7 percent technical, and 5 percent clerical. Jobs included such interesting titles as management consultant and president (own firm), plant ceramic engineer, editor and publisher, partner in landscape studies research, principal budget analyst, and labor relations representative.

As was noted in letters of reference, generally students were very accomplished, responsible, highly motivated, and dedicated individuals.

During the Introductory Phase of the program, the presence of diversity among the students was displayed in the amount of experience, ideology, level of abstraction, type of mind, and type of temperment of these adult learners. The following profiles illustrate this varied texture.

CULTURE AND POLICY STUDIES

Victor

Recovering from cancer through agonizing chemotherapy treatments, Victor discovered a new strength and sense of resolution within himself. He then not only completed an undergraduate degree at ESC, but began teaching at a community college. In addition, he developed a long-dormant desire to become a professional musician, playing both classical and popular music on the organ. At age 47, Victor feels he is about to put together his experiences, learnings, and abilities and to focus them on specific goals. His goals, according to his application to the graduate program, are as follows:

> Through a passion for reading, and a wide-ranging curiosity about many subjects, I educated myself after being forced to discontinue undergraduate studies in 1959. Learning is both a job and a stimulant, but I never wished to collect knowledge or degrees for their own sake. As I have learned, I have also taught, passing along my knowledge or expertise in a given field. Teaching adds dimension to learning, and for me, it is personally rewarding. As an editor, publisher and writer, I have been in a unique position to learn from many sources. And having access to a medium, I have been able to pass along what I have learned. I am proud and delighted that some of my students have been fired with a passion for journalism, and have gone on to responsible, challenging jobs in print and electronic media. I want the challenge of advanced level study, not as an end in itself, but because an advanced degree would help me be a better teacher. (Victor's Admission Application.)

As for changes in himself since enrollment in the program, Victor is more confident now that he can handle the work. Encouragement from members of his family has been very helpful. The physical distance between Victor and his mentor, however, has been the source of some problems of information exchange. He is in touch with his mentor once a week, or every two weeks, depending on

his progress and schedule. They usually discuss the direction of projects and the interpretation of readings.

When he started the program, Victor found it uncomfortable to work without some kind of defined structure:

> I didn't know what was expected or what the standards were until after submitting my first project and getting the feedback. You have to do at least one to know where you're going. I knew I had to produce quality work, but I didn't know what was quality. My own standards--I produce excellence. It may be just a subjective interpretation, I don't know. (Telephone Interview, 4/11/84)

Victor received his BS degree at Empire State College in 1982 in Media Studies and English Literature. He had studied previously at New York University from 1955 to 1959.

As editor and publisher of a newspaper for twenty years, Victor is responsible for all phases of publishing and editing a community newspaper, and for training and directing the staff. Since 1982 he had been an adjunct instructor in the business department of a community college. Victor is especially civic-minded, and was the recipient of the New York Press Association Editorial Excellence Award, the Friend of the Handicapped Award, as well as numerous citations from civic and public service organizations over a 20 year period.

During an interview mid-term between the two residencies in the Introductory Phase of the program, Victor described his graduate experience as "at first baffling, but now it's starting to make some sense. I'm starting to look at things in a totally different light. The more research I do the more I'm aware of subtleties in the things I read."

Victor presented a multi-media project, "Images of Modernism," at the second residency. Videotape, slides, movies and narrative were combined in a polished production. The unanimous rating by all present -- "Excellent!"

According to Victor's mentor on the Policy Studies seminar contract evaluation, Victor completed all work for this study successfully.

Victor's multimedia project was selected by the All College Planning Committee and the Student Affairs Committee for presentation at the ESC 1984 All College annual retreat in October. One proposal from each of the three program areas representing student work had been submitted after nomination by faculty, and one final project was chosen by the committees.

Victor's presentation lasted approximately one hour and was well attended at the All College Meeting. It was composed of a commentary supported by slides of urban images and the films Two Tars with Laurel and Hardy and Modern Times with Charlie Chaplin. "No social or cultural current as powerful as modernism could exist without creating images," Victor explained. "Public policy is usually based on perception of a problem, condition or need. Images color perception, as perception itself is influenced by culture." Victor contrasted images of utopian promises of city building with examples of the reality of urban policy implementation which created bigger problems. He discussed both the benefits and the costs of modern technology, highlighted the effects of particular policy decisions, and conveyed the importance of acting responsibly or reacting to news of impending decisions as though they mattered. Victor gave the members of the audience much food for thought.

LABOR AND POLICY STUDIES

Jenny

Jenny feels on the verge of making some significant changes in her life and work, and felt it was time to continue her studies in labor history. She represents the third generation of her family to be involved in the labor movement, and at the age of 32, Jenny also has ambitious goals:

> I'm interested in researching specifically what social services are offered by unions and how different crafts and industries respond to their members' social needs. I'm also interested in further investigating the structural development of the American labor movement, and welcome the chance to research more fully the cultural legacy of the labor movement. Rank and file organizing and trade union experiences have prepared me for pursuit of an MA degree in Labor and Policy Studies. (Jenny's Admission Application.)

Jenny graduated with honors in 1982 from New York University with a BA in Social Science, receiving the New York University Founder's Day Award. Previously she had studied theatre at Hunter College.

As Director of the Neighborhood Service Council of the Hotel Trades Council AFL-CIO, and as Social Service Director, Local 6, Hotel Restaurant and Club Employees and Bartenders Union in New York City, Jenny is very actively involved in the labor movement. She is responsible for providing social services; resolving consumer, tenant, and domestic problems; and providing information on Union benefits and government entitlement programs. She had been a shop steward for Local 6 when she had worked as a waitress for the New York Hilton Hotel. During Bella Abzug's 1977 Mayoral Campaign, Jenny had the distinction of serving as the candidate's Traveling Aide and continued working as her Personal Secretary for several months after the primary eleciton.

Factors that have been very helpful to Jenny in her graduate program to date center on the cooperation she has had with her research:

> A lot of my research has been based on interviews with staff and officers in the union. They have been very responsive. They opened up records, pointed me toward specific articles rather than having me go through 10 years of files. They have been very open with whatever material they had that they thought would be appropriate. (Telephone Interview, 4/20/84.)

Unfortunately, during the Spring 1984 term, the Wagner Archives did not have evening hours and has been an impediment to her progress. She said:

> I was very excited, and still am, about the program. I need to get a firmer background in economics and political theory, maybe at CUNY, and transfer credits to the program. I discussed this with my mentor. (Telephone Interview, 4/20/84.)

Jenny has been in contact with her mentor on average of about once very two weeks. What was discussed was "specifically, if I presented work, how I should proceed from there. She edited my work, and made suggestions of new directions for the research to take."

Jenny's project presentation at the second residency was "ILGWU and ACTWU: The Effect of Mass Unemployment on Union Social Service Programs." Her contract evaluation of the first term was "incomplete," however, due to personal illness and illness in her family. Although not withdrawn from the program, Jenny has decided she will not continue her studies in fall 1984 because she needs time stabilize her own health and family situation.

BUSINESS AND POLICY STUDIES

Dawn

Dawn had been in a different master's program for two years and transferred credits to her ESC graduate program. She found the inflexibility of colleges in general not geared to adults who work hectic schedules and who still want to continue academic study. At 39, Dawn required an educational program that accommodated her extensive business travel schedule. Several years earlier, Dawn's husband was seriously injured and unable to return to work, necessitating a major role change in her life. Giving up her life as a homemaker (she is the mother of one child), she reentered the business world and steadily moved up a career ladder to a major position of corporate responsibility. While her husband tends their child at home and also goes to school, Dawn pursues her work as agency coordinator for a telephone company traveling over an eight state territory, staying in touch every night with her family by phone. She is responsible for pickup and distribution of phone equipment, coordinating work with other departments and outside vendors in the Bronx, Manhattan and the mid-Atlantic states region. Previously she had been a store manager with the company as well as a sales instructor. In her company she received the Manager of the Year Award for sales, and the Outstanding Achievement Award for contributions to the employee consumer panel.

Dawn's experience as an undergraduate at ESC had been very positive. She had also attended Villanova University, University College at Dublin, and the New School for Social Research where she pursued studies in history, English literature, and psychology.

Dawn intends to remain with her present employer and had these comments about her plans:

> With the proposed organizational changes within the [phone company] system, and the ensuing system-wide apprehension, I needed to ease my emerging concern that future promotion potential might be severely limited if I did not expand my personal development. Both my previous and current work have afforded me the experience of a wide range of current management practices as they relate to the fields of marketing, labor relations, and personnel administration. I intend to remain within the system and through graduate study move into a better managerial position within the planning and development areas. My previous experience with ESC and its unique ability to allow students the latitude to shape a program which reflects their particular career aspirations has made me come running back to complete an education of quality and flexibility. (Dawn's Admission Application.)

The career and family changes in Dawn's life changed her life dramatically; yet the opening of ESC's Master's Program was a most welcome addition to her busy life and so necessary to her future career ambitions. Seeing herself as still in a significant transition period in her life and work, Dawn rated herself in the highest 10 percent on the following success orientation traits: ability to handle stress; drive to achieve; independence; leadership ability; and persistence. She also rated herself much above average on "studying and learning on her own," "preparing an outline for writing an essay," "studying effectively," "remembering what she has read," "learning from books," and "learning through writing papers." (Student Background Survey 1/84.)

In her application to the Business and Policy Studies program, Dawn's letters of recommendation described her thus:

> I have known Dawn as a business associate for over four years. She is a highly intelligent, self-motivated individual who has continually displayed superior levels of professional competence and achievement. Dawn is one of those rare individuals who is able to mix a genuine people orientation with a thoroughly organized, quality technical performance. In a variety of assignments, she has shown the ability to work

> independently with a minimum of assistance or supervision. Each assignment has been carried through to a most successful conclusion... (zone manager).
>
> Dawn is a highly motivated, totally dedicated individual. Dawn reported directly to me for two years and during that time received outstanding ratings for her performance. Time after time Dawn demonstrated her ability to make timely and effective decisions and to influence others to perform effectively. Dawn has excellent oral and written communication skills and extremely high inner work standards (staff manager). (Letters of Recommendation, Admissions File.)

As part of the Policy Studies seminar, Dawn attended the two four-day residencies at Stony Point. At the residencies she heard lectures, viewed films, and participated in activities relating to business in particular. She took part in discussions and worked with a small group on a presentation on a case problem of corporate bribery, during the first residency. During the second residency, in addition to hearing, viewing and discussing lectures and films, as part of a group, she presented an assigned position on reindustrialization in a mock Congressional hearing. She also prepared two research papers and presented an oral summary of "Access Policy and the Telephone Industry."

Dawn's seminar contract evaluation states: "Her participation in group discussions and case presentations was excellent at both residencies... The oral presentation was clear and concise." Her papers were well written and clear, according to her mentor, "both typical of initial work at the graduate level although the exposition is superior. At this point, Dawn is an excellent candidate for a graduate degree. She is diligent and intelligent and will develop her analytical skills, if her program develops as it should," he concluded.

III. IMPLEMENTATION - INTRODUCTORY PHASE

The Master of Arts degree program in each area of study is made up of three phases: Introductory, Emphasis, and Summative. The Introductory Phase involves a required Policy Studies seminar that introduces policy studies, its relation to particular professional fields, and its implications for society. A methods course is also required in this phase. Students consider their degree track, an advisory committee is established, and an individual degree program is designed by each student with the guidance of their mentor.

The Emphasis Phase consists of required and elective studies pursued on an individual basis as planned in the student's degree program. The Summative Phase consists of a culminating activity. Appendix D outlines the structure of the entire process.

In this section of the report, curriculum, residencies, student progress, and contract outcomes of the Introductory Phase of the graduate program are described.

A. The Curriculum - Contracts and Activities

Faculty Chairs and panels prepared extensive commentaries on policy issues in each of the three degree areas, and this information was provided to the students at the start of the Policy Studies seminar. Learning contracts had been prepared for the seminar in each of the three areas of study, describing purposes, learning activities, and evaluation methods. Reading, independent research, report writing, and degree program planning were tasks to be accomplished by students. The following descriptions are of the learning contracts in the three policy areas as they were prepared for students in the seminar.

Culture. Urban culture and urban policy in modern American was the focal point for exploration in the Culture area. The purposes of the seminar, as stated in the contract, are to introduce the student to the study of the interaction of culture and policy in modern society with particular attention to issues arising from the development of contemporary American culture. Students examine such topics as: (1) the impact of social system ideologies and institutions upon the formation of culture; (2) cultural consequences of technological innovation; (3) the role of cultural activity as commentary and influence upon social policy; (4) the debate over cultural values and policy goals in late twentieth century America; (5) cultural analysis as a tool for understanding the contours of social policy and as a resource in the development and selection of policy alternatives.

Activities for the six credit seminar included attendance at the two residencies in January and April. The core texts to be read were:

Marshall Berman, All That Is Solid Melts Into Air: The Experience of Modernity
Daniel Boorstein, The Americans: The Democratic Experience
Christopher Lasch, The Culture of Naricssism: American Life in an Age of Diminishing Expectations
Alfred Kazin, A Walker in the City

In addition, each student was to complete two research papers. One paper was on a topic of special personal interest to the student which would help to integrate the study of culture and policy. This short analytical paper was based on Kazin's book, and the paper was to be presented at the first residency. The second paper focused on the interaction of culture and policy in urban America. Students were expected to make presentations to fellow students and faculty at the April residency based on this assignment. Contact between student and mentor was to be maintained on a regular basis.

Evaluation of the student's learning is made by the mentor based on: (1) the quality of the student's participation in the residencies; (2) mastery

of the core readings and ability to apply them usefully to the students' major assignments in a manner that demonstrates graduate level research and analytical skills; and (3) the student's conceptual grasp of the interaction of culture and policy and his/her ability to define and execute learning projects that explore this interaction and access its outcomes.

Labor. The purpose of the seminar in Labor and Policy Studies was to introduce the student to the general concept of Policy Studies and its application to the field of Labor Studies. The students were to be introduced to techniques needed to study work, workers, and work organizations as they affect or are affected by the formulation, implementation and impact of public and private policy. The focal point for exploration throughout the seminar in Labor and Policy Studies was plant closings.

The student was to begin to plan his/her degree program. Learning activities included meeting with the mentor to discuss the program, the students background and a seminar research project. Participation in two four-day residencies was required. Discussion of assigned readings, presentations by faculty and outside experts, group discussions, case studies of specific industries or areas, and planning of a research project were some of the activities for the first residency. The final residency included an oral presentation based on the student's project, and participation in a case study with the business group.

Each student was to read and to be able to discuss the following books:

Bluestone and Harrison, The Deindustrialization of America
Bowles, Gordon and Weisskopf, Beyond the Wasteland
Piven and Cloward, The New Class War
Redmond, The Dance of Legislation
American Iron and Steel Institute, Steel at the Crossroads
Labor Studies Journal, Special Issue, Vol. 3. No. 3.
Lynd, The Fight Against Shutdowns
Moberg, Shutdown
UAW, USA, IAM, Economic Dislocation

Based on an evaluation of the student's performance in the seminar, the student and mentor were to begin planning a three credit research skill contract.

Evaluation of the student's learning is made by the mentor based on demonstration of the ability to analyze the formulation, implementation and impact of policy in the specific area chosen for this seminar. Required was a short paper discussing the topic chosen for the seminar as well as a 20 page term paper based on the student's research project. For the final residency a 20 minute presentation was given based on the research, and students were expected to participate in group discussion.

Business. Industrial policy was the focus in the Business and Policy Studies seminar. The purposes of the seminar were to introduce the students to Policy Studies in general, and to Policy Studies pertaining to business in particular. Students were expected to learn what is meant by policy, what techniques are used to analyze policy in the public and private sectors, and how policy making in one sector affects and is affected by policy-making in the other sector. In addition, the students were to begin to plan a program for a MA in Business and Policy Studies.

Students were to contact their mentors to discuss the program and the student's background, needs and interests. Before attending the residency they were to have read Robert Reich's The Next American Frontier and to be prepared to discuss it. Other readings included:

Alfred D. Chandler, Strategy and Structure: Chapters in the History of the American Industrial Enterprise
Rational Reindustrialization: An Economic Development Agenda for Detroit
Social Cost Benefit Analysis
Corporate Watergate

Students were expected to be prepared to participate in group discussions of the issue of developing a national industrialization policy. During the

first residency or shortly thereafter, students were to identify an issue or problem for a case study in their area of interest. Attendance at the culiminating residency was required, at which students were to make brief presentations. Business research methods were briefly introduced and academic program plans were begun.

Evaluation was based on participation in the group residencies, contracts with the mentor, and written work. Students were expected to demonstrate an understanding of policy and the ability to analyze actual policy issues and problems. Two papers or projects were to be produced, one on industrial policy as a current national issue, the other on a policy problem in the student's own institution or industry. Oral presentations and scholarly discourse with faculty members and other students were additional areas to be evaluated.

Results. The Policy Studies seminar curriculum has been developed with the combined efforts of the faculty panels, who identified major policy issues, selected readings, assignments and appropriate pedagogy in each of the three program areas, and of the Administrator with the four Chairs. They have coordinated policy topics and devised common activities for the residencies. Movement has been generated toward meeting program goals of a coherent curriculum for working adults in three selected professional fields, and an approach to learning which integrates the best of traditional and non-traditional modes of study.

The character and organization of the curriculum in each of the three areas of study was designed to include knowledge, process, and values. The content was timely and significant, useful and of interest to adults, and it addressed needs that are real to adult learners. Readings, lectures, films, case studies and contracts were all shaped around themes in each study area.

Continuity of themes, sequencing, such as micro to macro perspectives, and integration of learnings via discussion, reports, and presentations were part of the organization of the curriculum. Components of content, learning activities and evaluation of adult student learning in the graduate program contracts were consonant with conceived and operative purposes of the curriculum.

B. Residency I (January 28-31, 1984)

One purpose of the residencies was to provide the faculty and the students in the graduate program with the opportunity to transmit subject matter information both formally and informally. Group discussions, a key element, were planned to help process information from the readings. The residencies also provided students and mentors with a time to meet and to discuss past and future study.

In addition, the residencies also helped to validate the program and to establish its special reality as participants shared opinions, beliefs, abilities, and emotions. There was the opportunity to talk about values, expectations, and procedures to help define the roles and responsibilities of graduate students in a new program.

The aims of the graduate program residency were "to generate curiosities, ideas and new friends, as a family; to achieve a good sense of the studies to be undertaken in the next 16 weeks..." declared an administrator at the opening of the first residency. (Research Staff Observation, 1/28/84.)

Residency periods were intended to supplement the mentor/tutorial system of graduate independent study at ESC. Face-to-face communication participated in by all members of the residency group, together with parity among those of the group who in the "outside world" actually may differ greatly in status, were special features of such a residency experience.

The diversity of individual backgrounds over many years of experience widened the area of resonance of new ideas and directions. In the words of one student, midway through the first residency: "I honestly don't think I've experienced such an intellectual ferment in my life! It's a magical room! It just keeps bubbling! The interplay is fantastic!" (Research Staff Observation, 1/30/84.)

Setting and Arrangements. Stony Point Conference Center was selected for the residency site in part because of its proximity to the New York metropolitan area, which fulfills a condition which the State Education Department placed on the program's operations. It is also a secluded site, yet readily accessible. The relative isolation of the site limited demands from the outside world and helped to establish a unity of purpose among group members.

Facilities at Stony Point include three housing units with room accommodations for 20 to 24 people in each building, as well as a lounge area for congregating. Meeting rooms in the main building are adaptable to different sizes and combinations for large group meetings or small group discussion purposes. The rooms are school-like in appearance. Blackboards and projection equipment are available. Seating can be arranged around oblong tables, or can be shifted as desired.

People are welcomed hospitably at Stony Point, which is owned by a Presbyterian Church organization. Efforts are made to accommodate needs and problems as they arise. Meals are simple. Walking, jogging, and meditating are possible recreative activities.

Stony Point is not luxurious and is not costly. The no-frills style helped to shape an attention-to-task ethos at the residency, an environment conducive to learning. Most of the students found the setting and the

accommodations adequate and well located, although there was some chafing about the frugality.

The comments of one student summed up the physical environment with the academic atmosphere from one point of view:

> The ambiance of the conference center leaves much to be desired. Seminar rooms are uncomfortable and aesthetically barren. Food is marginally acceptable for human consumption. Support services are primitive. Nevertheless, I emerged from this residency with a strong sense of academic community--more so than I have experienced with undergraduate work at ESC. I expect this sense of community to persist long after the discomfort of the physical environment has been forgotten. (First Residency Evaluation, 1/31/84.)

On the evaluation forms distributed at the end of the residency, 67 percent of the students rated facilities a 2 (on a scale of 1 to 4 with 1 lowest--ORE Residency Evaluation Summary, 2/17/84). It may be that this particular aspect of the residency served as a focal point for the negative emotions related to uncertanties over new program possibilities. It is interesting to note that at the final residency, held in the same location, the physical environment was much less of an issue.

Program Activities. The students had arrived and registered and the orientation for the residency began at 1:30 p.m. on Saturday. Introductions to each of the three graduate degree areas took up the afternoon, followed by a social hour from 5:00 to 6:00. James W. Hall, President of Empire State College and John Jacobson, Provost, were among those present to welcome students.

The inaugural graduate lecture, "Public Policy: History of the Black American Family," was delivered in the evening by Herbert Gutman. Dr. Gutman is Professor of History at the Graduate Center, City University of New York, and is a member of the Graduate Council of the ESC graduate program. The

lecture was followed by panel questions and discussion with faculty Chairs and served to model and set standards for program activities.

The graduate program residency was comprised of faculty formal lectures, films, case studies, discussions, student presentations and student/mentor conferences. Activities were carefully balanced, and plenary sessions, as well as small group activities were planned (see Residency Schedule, Appendix E).

Resources, including films, had been carefully chosen in advance by the faculty panels and the graduate program Chairs for the extent to which they contributed to the understanding of the policy process and to communication. "Angie Vera" and "Controlling Interest" were two films used for discussion purposes during the first residency.

Of special note was one of the introductory activities of the first residency--the presentation of a paper assigned to students in the Culture area. The eight students in the Culture Studies group were given an assignment, "Cultural Consideration of One's Own Life," to be completed prior to the January residency. Drawing upon Alfred Kazin's A Walker in the City, students were asked to choose one space that transmits a sense of their lives and represents some of its major elements. For Kazin, the kitchen in his Brownsville home was "the center of the household." "It was in the kitchen that many of the events that shape Kazin's outlook transpire. Here his family gathers and here the activities of work are carried on in a space enclosed by the artifacts of his family's life" (Gallagher, Culture Studies Writing Assignment, January 1984). Students were asked to describe one space in sufficient detail (sound, sight, touch, smell) so that a reader can picture it accurately, and can understand why it is significant in their lives.

Early in the residency, students read their papers to the entire Culture Studies group and a lively discussion followed, with both faculty and students commenting on the papers. The quality of the papers presented was unusually high. Research staff discussed with the faculty the educational significance of this assignment and its importance as a way to stimulate meaningful discussion, to serve as an ice breaker for the group, and to create an immediate sense of group cohesion. One student's essay is contained in Appendix F to illustrate the value of this opening assignment.

Program activities also included formal faculty lectures, such as those in Labor which ranged from micro to macro perspectives on the theme of plant closings. An overview of program expectations and guidelines were put forth. Approaches to carrying out research, how to get started, and where to go for information were explained.

Discussions became thoughtful exchanges between faculty and students or students and other students. Comments were invited freely. Questions were skillfully managed by the faculty, who kept discussions focused. Clarifying, probing and drawing out techniques were used, and usually more than half of a class was actively involved.

In response to unanticipated needs, a special orientation for non-ESC alumni took place on the second day. Issues such as contracts, evaluations, and billing procedures were addressed at the meeting. Such sessions are important to schedule in all future residencies.

Student/mentor conferences to plan the Introductory Phase of work, with a view toward the whole degree, were generally very productive. At this point in their studies there were a number of students who shifted from full time to half time status after realizing the scope and rigor of work expectations.

In evaluative ratings by students at the close of the first residency, on a scale of 1 to 4, 45 percent rated 3 and 48 percent rated 4 on the content element in their program area. A total of 60 percent rated 3 and 26 percent rate 4 on residency activities. (ORE Residency Evaluation Summary, 2/17/84.)

Interchange. The interchange during the residency allowed the group of participants to tap diverse knowledge quickly as a means of developing new ideas and new knowledge. Each of the participants had some unique skills or ideas to contribute, yet the topic of the moment was of common concern. Some students contributed more than others. People observed were attentive, alert, and interested in what was going on. Few were timid or passive.

Interaction was on-going and intense, such as breakfast meetings and evening sessions often lasting after 10:00 p.m.. There were few scheduled breaks, and many sessions lasted longer than scheduled. It was, paradoxically, both an exhausting and an exhilarating experience for participants.

Progress in the program, midway through the residency, was perceived in various ways by students. "How's it going?" was the question in the interviews.

> -- It's going OK. I'm just concerned that I'm on the right track. After I talk with my mentor I'll get back on my level.
>
> Everything is unique to me now--the issues that they're throwing at us. The whole thing hinges on reading and talking. I think the 4 days are really a long time.
>
> -- Fine! I think the presentations were good in the seminar. I think the main criticism I have was there is too much emphasis on negative behavior of corporations, rather than on things of a cooperative nature that could be done. I think there should have been more discussion in the area of how business and labor can work constructively.
>
> I think there should be a session on public sector unions. That's the only union that has continued to grow in the

last 10 years--that's the growth sector. (My background is in government.)

These are more observations than criticisms. I have no heavy criticism. I think the presentations were carefully prepared.

I think people have to focus on how do we forestall [negative behavior] or change it. I realize that calls for a lot of creativity and imagination. It's hard for people to realize what can be done.

I think the unions have to make an all out effort to help the rank and file, help to educate the worker, retrain. There's simply too much rhetoric. I think the way to capture people's support is by helping them first.

-- Fine! Getting a little fatigued, but overall, it's very, very good. That's not to say I won't have something to say at the end. I've got some thoughts about overall structure, but the content was excellent. Overall, very strong.

-- I think very well, We've had plenty of lively discussion. My problem is I have plenty of ideas but I need focus. I think that's coming around.

-- Good! I think the readings that we had--the discussion with the films and the readings--reinforced the whole concept. It's giving us a good kicking-off place, a good foundation for study. That's what it's all about.

The speakers have been very effective. They're certainly knowledgeable in their areas. They've given effective presentations.

I also think that it's been helpful to associate with other people, both in free time and in the social hours. It's been very helpful.

I think I'm looking forward to the conclusion of the seminar, getting all the work done, and perhaps comparing it with other students' efforts.

-- I'm really enjoying the interaction. I think they're wonderful--everybody--administrators, staff, students.

I'd like more interaction between Business and Labor. Like the Controlling Interest film, if we could have seen that together, with someone like an armed guard to keep us apart.

Again, I'd like to bring up if we can get together informally, like in the middle of March. I think it would

be interesting to get together while we're in the middle of projects.

-- As far as I'm concerned, it's going quite orderly, being the first program of this sort. I think they're imparting a lot of information that we're looking for. I've spoken to a lot of other people and they think the same way. They're happy that they're here.

The instructors seem to be quite informed on their topics. The class as a whole, including the observers, is quite helpful. This is really important to me. The frustrations aren't there. If you're frustrated you can't grasp what you're looking for, and I don't find that here.

The lecturers - they're prepared with their topic. They not only lecture, but answer the questions as well, and stimulate responses from the participants. During the lectures they cause you to think.

From the way that I see it, it can only get better, not worse. It has great potential. Personally, I would like to see it progress to where one day they'd have a doctoral program.

(Research Staff Interviews, 1/30/84.)

On the final evaluation by the students, most frequently mentioned as particularly valuable aspects of the residency were the mentor and the group discussions. These aspects, as well as the lectures, contributed much new information and provided a great deal of material for the participants to think with and about. New associational starting points and new orientations were provided in the study of policy formation and implementation.

The following sampling of expressions of satisfaction with the interchange demonstrate the spin-off effects and the special ethos of the residency. Most valuable experiences are described.

-- The most valuable experience was the coming together of the idea of the degree program and the people, faculty and students, who must implement it. It was indeed a pioneering session, and, as such, meandered as well as proceeded in a straight line. What was most evident was the sincerity, goodwill, and high level of academic thinking and concern that prevailed. I particularly appreciated the sensitive selection of the movie, and the excellent discussion that followed. It was a time of

dedication, some inevitable groping, but [a time] of the highest intellectual encouragement on all levels.

-- It was the overall view and coming together which was effective for me. Group discussion, reading of papers, and program planning I found very valuable.

-- Group activities/discussions were most valuable. Terminology use, concepts, concrete examples of different ideas and artifacts changing through time, combined to give me a much better understanding of the program's content and approach.

-- Group discussions were perhaps most valuable in offering me the opportunity to articulate my program intentions and gain insights into those of others. Such an opportunity might not have been possible given the independence of the program. Such interchange boosts the vitality. Discussions with mentors and faculty members reassured me that this program will work and is real...

-- I found the round table discussions of whatever it is that constitutes "culture" and that of policy to be the most valuable aspects. The mentors started it and then it grew by leaps and bounds based on the students' participation and their own perceptions of the topic at hand.

-- Working in a group atmosphere to resolve problems, study, etc. Availability and interest on the part of all mentors to provide information and assistance on request.

-- ...The group discussions which subjected me to extremely interesting, varied, challenging and stimulating interaction with a widely diverse group of personalities, ideas, concepts, opinions, feelings, and interests. I feel much knowledge can be derived by partaking in such interaction.

-- The opportunity to tap into the collective knowledge of both mentors and participating students.

-- I enjoyed the informal way in which the activities were conducted, a complete opposite from classroom rigidity.

-- I found small group discussions most valuable as there was more of an opportunity for honest, controlled interaction, and a fuller, more detailed discussion. I thought the format was good and the subjects covered, however briefly, helped to define some direction for myself. They also allowed me to examine what prior knowledge I have, even if all of the "terms" and "definitions" are not there.

-- The small group discussions were very effective in discussing all the various activities entailed. One was

able to communicate his/her thoughts, ideas, questions and/or concerns. The meeting with my mentor also gave me time to discuss and ask questions and generate a thought process on the content of the degree program. I also found the openness and interaction with other mentors generated thought...

-- ...The group discussions and movies have given me a wider and brighter scope of knowledge. I have had the privilege to get the time to complete my project planning perspective with my mentor.

-- The method of becoming acquainted with the topic of deindustrialization through reading prior to the seminar, which was then integrated into the lectures and discussions was helpful, in that it was a consistent approach.

-- The design was very well planned and coordinated. The readings were effectively reinforced with the speaker presentations and films. The mentor-faculty involvement in group discussion proved highly effective.

-- With the anxiety about entering the program, I found the group discussions most effective in making me a part of the group.

-- Individualized meeting with personal mentor; helpfulness of all instructors in the Labor and Policy Studies seminar; all of the lectures were valuable in some ways; the topics on policy making were stimulating and thought inducing.

-- The greatest situations occurred by the interactions between groups and within individualized groups.

(First Residency Evaluation, 1/31/84.)

Ideas and new directions stimulated during the residency, as recalled by students, are sampled below:

-- The residency was useful in helping me relate my particular background and interests with the overall philosophy of the graduate program in culture/policy. I began to consider areas where I had previously done work at ESC in a larger framework, and saw opportunities for expansion and amplification. I considered broader philosophical questions that were raised by the discussions, and related these questions to the work already done, and to projected work toward my degree. As a very practical aspect of this residency, I gained new insight into resources and research techniques that I would use in this program.

-- The freshness and willing exchange of ideas was very encouraging. The variety of good, open thought was generally inspiring and greatly assisted me in directing my own program.

-- The mentors, probably because of their varied experience and knowledge, were able to clear a number of blanks and misconceptions during our sessions, and to provide the sources (titles, authors, etc.) of a vast store of reading.

-- I feel, personally, that I must develop my thesis to incorporate rather than exemplify the degree program, but its nature did give rise to a very exciting course of study that will enable me to pick up threads in my life that I know were about to be lost in time's drift. For that opportunity I am most grateful.

-- The whole issue of relating what transpires on the local level to the global political/economic picture.

-- Not so much new ideas but a better focus on ones I had already considered. Several sources mentioned during class will be investigated.

-- I believe that the whole idea of polarization between the haves and have nots gave me much to think about. The idea of plant closing and economic dislocation was (and is) foreign to me, being in the public sector, so overall it was interesting.

-- Topics such as the social impacts upon communities and families due to plant closing, etc. Ways of educating and reaching the working masses. Ways in which work relationships can be improved between management, employer and employees.

-- I feel I was stimulated to scrutinize policies and policy relationships more closely.

-- Just an excitement to get started.

-- Issue of national and international policy; new contacts; sharing ideas with peers.

-- The interdisciplinary approach. A reasonably exhaustive investigation of course material to promote competency in said areas.

(First Residency Evaluation, 1/31/84.)

How could the residency be improved? Areas for consideration suggested by the students cover issues such as student participation in planning,

interaction among all groups, workshop format, prominent speakers, agenda in advance, and time management.

> -- Ask for input from students prior to subject matter selection for each session. Design sessions with greater participation for students (conversely reduce use of straight lecture).
>
> -- I think there might be more interaction between groups in an organized fashion and perhaps a formal series of lectures in which the faculty members tell us something about themselves and their own individual interests. I also felt that at least one other evening, making it all three evenings in effect, a program be planned.
>
> -- While a great deal of straight lecture was needed to form a foundation, active participation in a workshop format would add needed diversity and develop analytical skills.
>
> -- I'd suggest drawing upon a few labor and management specialists who deal with industrial-labor problems through their work to provide more direct analysis of current issues in labor-management relations and the involvement of government policy making in these issues.
>
> -- Prenotification of exactly what the residency was to entail would have alleviated many fears (matching of readings to topics, etc.).
>
> -- Improve time management by condensing more into tighter time frames, i.e. start Saturday morning at 8:00 and complete Sunday evening; a two day intensive with a social hour at the end of each evening's activities.
>
> (First Residency Evaluation, 1/31/84.)

Aside from wishing for "bacon and toast with the eggs," other comments were generally positive, forward and upward thinking, such as the following examples:

> -- I think the program is eminently worth doing, and doable. Along with many others, I am looking forward to an early implementation of a doctoral program.
>
> -- Superb!!...learning experience. Our first residency has been effective in laying the groundwork for graduate independent study. Resources have been already defined and the faculty support is obvious.
>
> -- The residency or group concept could be a useful vehicle at other points during the graduate program both as a source

of ideas and as a forum for presenting "Works in Progress." Addition of other group sessions in the second and, if appropriate, third year of the program is highly recommended.

-- As the program was brand new, I believe the overall organization was outstanding. Having been involved in setting up new programs and making procedural changes in aspects of employment, I can understand the difficulty of covering all angles.

-- Graduate newsletter either locally or statewide would keep group current, provide vehicle for information with regard to programs/activities/projects being pursued by each individual.

-- I was very impressed with the residency. It was a great deal more than I expected. It was a very good way to get started in a program of independent study by giving a sense of support and stability.

(First Residency Evaluation, 1/31/84.)

Thus the students entered into a new culture and were provided with the opportunity to stretch, to change, and to grow. There was much evidence of shifting of gears into high, of full involvement, and of ideas on transferring and using learnings in real life situations. The special spirit of the residency was reinforced by group discussions. Frequently mentioned was the desire to meet in the future, and a strong sense of community was achieved.

C. Mid-Term Student Progress

Prior to the second residency, contact was made on the telephone with about half of the students in order to record their progress in the program. The following example of animated student response was typical. The interview questions are underlined.

Overall, how would you describe your experience in the ESC graduate program at this point?

I've finished one paper, and am about half done with another. I've spent a lot of time with it. I feel good about what I'm doing. It's a lot of work.

What new ideas, new directions, or options have become open to you as a result of participation in the program?

I can think of something pretty sensational! In the course of doing my paper I came across the "Educational Alliance" that was set up a hundred years ago by immigrants. I asked for further reading. They said there was nothing on it. I'm going to be the one to do something about it! My mentor is excited about it, and I'm excited about it!

What changes in yourself are you aware of as a result of your efforts in this program?

I feel like I'd rather be doing this than working. It's almost as if it is a job. It's a tremendous responsibility. I'm going to do it. I'm working harder. I'm reading like crazy. My eyes are burning out.

What factors have helped you achieve your goals in the program so far?

First of all, my mentor is really good, really creative, very knowledgeable. I ask him questions thinking he doesn't know the answer, and what he does know just shocks me.

People, friends, relatives ask me how it's going. They read my writing. They think it's good. Your confidence builds. There was one period when I almost panicked. [My mentor] helped me pull it together--there was no need to panic. I'm developing confidence about things intellectual.

What factors have been more of a hindrance than a help in achieving your goals?

Social commitments. I can't say there have been many barriers. If I didn't make appointments to go here or there I may have finished earlier.

How frequently have you talked with your mentor since the initial residency? About what?

The first couple of weeks after the residency we sort of got things together. It was 2 or 3 weeks before we met, but I was reading so I didn't mind.

I see him every week. He really is available. I've had at least 6 meetings with him in the last 6 weeks. Some are on the readings, the core readings. Either I had to do a paper or he had to be satisfied with what I read. Generally it's on the reading. We kick it around.

When it came to writing the paper, he sort of guided me. I had all these ideas and couldn't settle on one of them. He sort of peeled it away and I sort of focused. I read a lot--probably more than anyone in the program. People I interviewed gave me other lists.

Are there any other comments you would like to make?

> I'm just glad I'm doing it. I'm glad I'm in the program. I feel like a pioneer in a way and I like that. I feel happy about the whole thing. (Telephone Interview, 4/10/84.)

From information gathered in the interviews, a quality of great effort to achieve came through. The amount of work involved in the program was often mentioned. Generally, students were challenged by the work. Some full time students, however, were finding the study load difficult to maintain.

Students appreciated the larger context given to the subject matter, and many doors were opening for them. Most students were beginning to realize a greater potential in their own personal capabilities.

Some new ideas and new directions as a result of participating in the program were described in terms of increased self-awareness, self-confidence, and interest in the field:

-- I became aware that there was more value in my background than I was aware of before--I have eclectic skills. I'm recognizing that I can work harder than I thought I could work on a formal education degree. The independent study aspect gives me a sense of investing myself in my education. As a result of it I'm putting in a lot more effort than I expected. I'm making a lot more of an emotional commitment to the quality of work, which in many respects is being more mature. The independent nature of the program brought this out in me. Because I'm moving from a business-oriented background, I have also learned more about the concerns that are not technical, but humanistic--the community. I'm learning that I have a real interest and probably a contribution to make in that aspect.

-- I'm more confident now that I can handle the work. I find that I'm now able to open up more and converse with others. I'm also able to deal and work more sensibly with my co-workers on my job. I'm able to understand now why supervisors and managers are motivated the way they are--understanding myself and understanding others.

-- I'm more intensely interested in the field than ever before.

Typical factors that were helping to achieve goals were ability to work independently, self discipline, mentor contributions, the structure of the residencies and a strong feeling of need for a degree.

> -- I think it's mostly my own independence, my continuing ability to work independently.
>
> -- ...the mentor and my own desire for this, the feeling of wanting to have this degree down the road. Obviously I've got some feeling of need for the degree.
>
> -- I think just the self-discipline I've always had. I do the readings, set time aside. I have a thirst right now for learning a lot more about the labor situation. My own thirst for additional knowledge is helping me with discipline.
>
> -- The structure of the residency was very helpful, having us get together those first 4 days. Spending time with my mentor and, of course, exposure to other students was very helpful in formulating my direction in the program. Not only the presentations, but the discussions, the expectations, how the program would be structured, expected subject matter, what we would be expected to accomplish... It was very clear. Then the specific feedback I've been getting from my mentor on my project has been very helpful. We had a pretty clearly structured contract. It was used by all of us. It was a good guideline for all of us.
>
> (Telephone Interviews, 4/11/84.)

Factors that were more of a hindrance than a help were distance from mentor and the uncertainty created by changes in the program.

> -- ...the nearest mentor is over a hour away. It would obviously be better if a mentor could be close by.
>
> -- Sometimes the difficulty in getting there, the traffic basically.
>
> -- ...the courses, the titles have changed; what they want from me has changed; almost all along the line, things are changing for me.
>
> (Telephone Interviews, 4/11/84.)

Frequency of discussions with mentors ranged from two or three times a week, to once every two weeks, and averaged once a week. Conversations covered future student proposals, assignments, expectations of mentors, the

second phase of the program, educational planning, notes, resources for doing research papers, names of individuals to contact, the interpretation of readings, the direction of projects, problems of putting everything on paper, and a lot of ideas. The following comments illustrate the quality of the interaction.

> -- I've been frankly absorbing much of what we've been discussing--on-going attitudes toward life. The last couple of conversations were quite fulsome...
>
> -- If I presented work, how should I proceed from there? She edited and suggested new directions for the research to take.
>
> -- She had me work up a specific outline for my projects. We went over that in detail, as to what I would accomplish. She gave support for extra readings, and has offered editorial comments on my readings while they were in progress. She's explained some of the reference sources.
>
> -- Policy making. The reading material he has given me--we more or less relate it to things that are happening now in the federal administration in Washington or at my worksite; why and how these policies affect our lives as individuals, and what effect it has on the rich and the poor and the community. We hit on almost everything.
>
> -- Frank Rader and three of us had a meeting that lasted an entire evening at one student's house. We had our own seminar, which was good. If you can continue to do that, it's really beneficial. You can really examine issues with a smaller group. We really helped one another with research questions; that's useful, too. That's the sort of thing, if you can do once or twice during the semester, that's good.
>
> It wasn't a social thing, it was very serious. What we did was review the progress of each of us. It was the same concept as the seminar but smaller. The whole idea is that we had someone like Frank who was willing to do that. It's another positive element, a real plus, in the ESC program.
>
> (Telephone Interviews, 4/11/84.)

This summary comment was made by one student:

> -- I was extremely excited at the beginning, the feeling due to Bob's enthusiasm, patience and everything. I want to continue. I have a great attachment to what's being done. People like Bob Carey and Ken Abrams are people with a

> tremendous fund of knowledge. The professionalism of these men is on the highest level. Meeting them one-to-one--you couldn't get that anywhere else. I personally find it unique. It's a good school.
>
> (Telephone Interview, 4/11/84.)

D. Residency II (April 26-29, 1984)

Program Activities. Residency II, also held at Stony Point Conference Center, was structured much like the first, with several important differences (see Appendix G). Student presentations, rather than faculty presentations, made up the core of the program. The student presentations were of exceptionally high quality generally, and they provided a kaleidoscopic view of policy issues which was mind expanding. Most of the students were well prepared to present their research.

The second special feature of the final residency was the complex congressional hearing conducted by the Business and the Labor faculty. At the start of Residency II, students were given a case problem on two proposed reindustrialization bills--the Kemp-Garcia Free Enterprise Zones Bill and the Dodd-Conyers Jobs and Industry Bill. Each student was then assigned to one of seven interest groups and asked to "prepare testimony that will explain its stake in reindustrialization, its position on the proposed legislation, and any amendments to the proposed legislation that it supports." This testimony was to be prepared in three forms: a six-page position statement, a one-page summary of the position statement, and a twelve-minute oral presentation of the group's position. In preparing testimony, each interest group was to emphasize the following things:

(a) provide an accurate description of the position its assigned "interest" would take with regard to the problem.

(b) provide as much analysis and evidence as possible in support of its position and against those that it opposes.

(c) critique the proposed legislation and prepare amendments to deal with weaknesses in the bills as stated.

(d) draw upon the assigned readings (not just those listed in the group description) in analyzing and marshalling evidence.

e) avoid empty posturing; clear statement and careful analysis are more important than role-playing melodramatics.

(Case study hand out.)

The seven interest groups were: AFL-CIO; Chrysler Corporation; The United Automobile Workers Union; the Mahoning Valley Unemployment Council; the Midwestern Conference of Mayors; the American Enterprise Institute; and the American Association of Textile Importers. In preparing testimony the interest groups consulted with faculty members assigned to the Congressional and staff roles of the Subcommittee on Industrial Development of the Interstate and Foreign Commerce Committee of the U.S. House of Representatives.

Finally, the night before the hearing, the interest groups met with an outside panel of experts to review their positions. Members of the panel were: Roger Keeran, Director of Education, District 65, UAW who also teaches at Rutgers University; Steve Stamos, a political economist at Bucknell University who this spring was a visiting professor at the University of Massachusetts; and Clark Everling, a senior faculty member of the Center for Labor Studies, ESC, whose speciality is American History and Labor Studies.

This panel gave an independent evaluation of the exercise after all seven groups had testified at the hearing. The evaluation panel critiqued the students' performance in terms of whether or not interest groups were getting at important issues, whether they maintained their positions without losing the focus of the message, how well the research was carried out, the detail of the analysis, the use of evidence, and how well the whole process worked.

Preparation by the seven interest groups for the staging of the hearing took place throughout the residency. Given the fact that students were also making their own presentations on a topic important to their area of study, the addition of this case exercise made for a fast-paced and high-pressure residency situation. To illustrate the substance of what occurred, the kinds of questions asked by the Congressional subcommittee, and the comments provided by the evaluation panels, we have provided excerpts from one of the seven interest groups in Appendix H.

Overall, the case study exercise was an intriguing pedagogical device to bring Labor and Business students together on a common task. It stimulated thought, sharpened student's arguments and powers of analysis, and proved to be a challenging and exciting task at the residency. Students and faculty took the case exercise seriously, approached their work with intelligence, good humor and imagination, and pursued those research efforts that were possible within the time and energy limits of the residency. Yet there was considerable stress and pressure around completing the case assignments, the lack of time to become fully prepared for the hearing, and the lack of time to improve each group's presentation between the outside evaluators' remarks the evening before and the group's presentation at the hearing the following morning.

Students were given an opportunity to air their feelings and to discuss and evaluate the process at the end of the exercise. It was generally deemed to be a valuable learning experience. However, most of the students would have preferred to have been provided with the case and some related reading materials in advance, allowing more time for research and readiness.

The educational value of this case exercise merits its continued use in future terms in the program. With some changes in the conditions under which

the exercise is conducted, the pedagogical significance can be greatly increased. Perhaps the Cultural Studies students should also participate in the exercise.

Interchange. The most valuable aspect of the second residency most frequently mentioned by students on their residency evaluations was presentations of students. The exchange of ideas during discussion continues to be important, as during the first residency. Examples of comments follow.

CULTURE

-- The presentations of the research done were the most interesting and most valuable aspects of the residency. The varied foci of interests, in themes, and in overall research and presentation were amazing in their scope. I believe they helped stimulate me to greater creative activity.

-- Presentations were generally inspiring and the movies were an excellent change in pace as well as an enhancing element to later discussions. I was disappointed in the lack of opportunity to participate in discussions/activities with the Labor/Business groups--there should be more interaction among them beyond social hours.

-- Presentations provided the most useful educational experience in the residency. Through them I became aware of various research and writing methods that added to my ability to investigate and present topics. Also, because of the overlap in selected topics, I gained new references to use in my particular subject areas. Also of value was the mentor conference which was used to sketch out the overall direction and content of the rest of my program.

BUSINESS

-- The movies were extremely interesting and provided insight into the impact of labor issues on business in general. Group discussions, as before, are very helpful in sharing information, business experiences, etc. The individual presentations were also of benefit for information shared. The joint case was an heroic effort to stimulate thought, and an improvement over the shallower case of the last residency.

-- I think the overall design was most valuable because it brought out the best efforts in all who were in attendance.

It encouraged group effort and team work. I enjoyed it very much.

-- Groups discussions with intermittent consultation with mentors was very effective in stimulating thinking and discussion and in expanding and refining a policy position. In general the faculty resources available were excellent. The faculty-student ratio, including outside consultants, neared overkill given the time limitations.

LABOR

-- Presentations by Labor groups of their project paper was extremely interesting and educational. This tactic enhanced the scope, in a very realistic way, on the areas we are studying. Movie "Salt of the Earth" was excellent; fit in very well with my particular group (Labor Studies).

The exchange of ideas fostered was well planned through the case study exercise. Group discussions were most valuable because of the variety of knowledge shared among so many different backgrounds.

(Second Residency Evaluation, 4/29/84.)

Thoughts about improving the second residency emphasized the need for some variety in scheduling sessions and a lighter work load. More interaction between all three graduate area groups was desired. In the business and the labor groups, advance mailing of case study materials and instructions would have provided needed lead time to prepare work. These comments represent what was said by participants:

CULTURE

-- Three hour stretches of paper presentations can become tedious. Do speakers at the end of the day receive the same courteous and concentrated attention as do earlier presentations? Break up the paper reading with other activities.

-- More interaction between all three program area. The value of us getting together should be for some formal as well as informal exchange.

BUSINESS

-- Time in advance to research the case study topic and bring appropriate materials would have increased the quality and factual content of the policy discussions. At some point

having to take an opposite position to one's original assignment and to research and defend that position. Had there been more time our group would have attempted coalition building over common issues with other groups.

LABOR

-- (1) Advanced receipt of case study material. (2) Better coordination of schedules between Business and Labor groups. (Could not effectively meet with other students.) (3) Advance notice regarding intent (behavioral objectives) re: case studies. (4) Shorter daily work schedules--perhaps extend residency one additional day. (An exhausting experience which did not enhance quality of presentations.)

(Second Residency Evaluation, 4/29/84.)

Ideas and new directions stimulated by the residency were notable. The benefits of group support, further insight into personal strengths and weaknesses, and broader perspectives of issues were attained.

CULTURE

-- For students working in a vacuum, these sessions are valuable. In academic community we are motivated to excellence and are supported by the same efforts the other members are making.

-- I received both some excellent, valuable suggestions as to sources of support for my thesis, and some heartening feedback as to the overall worth of the project.

-- Interrelation of topics of presentations was interesting and gave me new insight and ideas which will be useful in the future. Also, hearing other presentations helped me to better reflect on my own strengths and weaknesses.

BUSINESS

-- To take an ever broader look at the pro and con of all business and government and labor efforts.

-- My thinking broadened on the complexity of issues involved in both the policy questions and the practicalities (including political) in implementing a national industrial policy.

-- The group discussions and also the case problem and "the guests" on the final day. I thought the testimony of the interest groups were very interesting and mind stretching because of the diversity of opinions which were well presented.

LABOR

-- To do some reading on political processes for legislative hearings. Spend more time in developing research skills. Stimulated through contacts to do some study in areas outside labor to broaden overall knowledge. Presentations by labor group students were very stimulating and educational.

(Second Residency Evaluation, 4/29/84.)

Other comments included the following potpourri of thoughts and feelings. Contacts with other students and mentors were appreciated. Evaluation of the case study exercise, considering the work load and the preparation time, was a particular issue.

CULTURE

-- This is a wonderfully compatible group of people and I hope we can continue some sort of meeting process.

-- Provide an opportunity for more meetings and personal interchange with our Culture group as a whole--for exchange and for solidifying this notion of context.

-- The "residency" needs to be continued in years 2 and 3 of the program. However, that getting together and sharing of information could be done on a voluntary basis without the extras (e.g. films, discussions). I do believe, however, that ESC should be involved in organizing the annual "Works in Progress" sessions and that mentors should work with students to use the annual session as part of their oversight activity.

BUSINESS

-- (1) Great improvement over first residency. (2) Mentors are a <u>good supportive</u> group. (3) Perhaps more specific direction could be given to students; this might assist students to plan better study. (4) Also mentors should communicate with each other so that the same information is given to all students. (5) Important time not allotted for individual mentor/student conferences. This was a prime time.

LABOR

-- Very good way to sum up and conclude first term. Both residencies were very worthwhile. Each of us was exposed to such variety of backgrounds, interests, and aspirations--an important part of the educational

> development of each of us. Enjoyed the residency very much. Particularly impressed by the authenticity of the case study groupings on final morning of residency.
>
> -- Evaluation and criticisms of outside panel at case study sessions were dealt with too heavily from angle that case studies were part of the entire spring term and not just a 2 day sketchy grouping of individuals to prepare testimony on such complex issues. However, their criticisms were constructive (for the most part).
>
> (Second Residency Evaluation, 4/29/84.)

Thus the Policy Studies seminar helped to wrap up the first term for the initial group of graduate students. The first term officially ended May 12, 1984. Some of the students were working on research methods courses as well as the seminar to complete the Introductory Phase of their program. Others were planning to take research methods at a later date, along with other required topics or with electives. Some students continued their program into the summer term, and others stopped out of the program for personal or job related reasons.

E. Contract Outcomes - Academic Progress

Of 43 people that signed up for the first term, one person moved from the area, leaving 42 enrollees in the cohort. The 23 students in the Business area worked with 7 different mentors including the area Chair. Five of the 23 were full time students. At the end of August incomplete work was recorded for 6 students, all enrolled half time.

Eight students in the Culture area worked with 6 different mentors, including the Chair. One student was enrolled full time. Incomplete work was recorded for half the students, none of whom were full time.

In the Labor area 11 students worked with 4 mentors, including the Chair. Two students were enrolled half time. Incomplete work was recorded for 5 students as of August 1, two of whom were full time.

A total of 17 mentors were teaching in the graduate program. Eight students were enrolled full time during the first term. Incomplete work was recorded for a total of 15 students out of 42. Two of these 15 students were full time (Labor area).

Summer enrollment totaled 29 students, including 19 students in Business, 5 in Culture, and 5 in Labor. Six Business students were full time; all other students were enrolled half time. Learning contract proposals for the summer term were received from 17 students in Business, 4 in Culture, and 5 in Labor. As of August, learning contracts were received from 11 students in Business, 2 in Culture, and 3 in Labor. Two Labor students withdrew from the summer term.

Research staff plan to systematically review and analyze the contract evaluations in order to assess the learning outcomes as reported in those documents. Since more than one-third of the documents are not in the files as of the end of August, this analysis will be deferred until the fall.

IV. RECOMMENDATIONS

In concluding this report, research staff will summarize major issues that emerged from the experience of the first term--issues that are likely to remain as the program continues to develop. After a very long period of seeking authorization to offer a graduate program, Empire State College launched its new program in January 1984. Empire State has ambitiously initiated a new model for graduate education on the higher education horizon. Assessing this new model of graduate education is a primary concern of this first evaluation effort. Since the first two terms are now completed, it is appropriate to examine carefully how the program worked. We therefore have organized our recommendations around four aspects of the Introductory Phase of the new model: program organization; the graduate students; program implementation - the curriculum; and program implementation - the residencies.

A. Program Organization

The graduate program was successfully launched under ESC's broad educational mission to create and test new models of education. In designing the new Master's program, attention was given to both structural and humanistic features: a 36 credit degree offered in 16 week terms, three times a year, which permits flexible scheduling and different approaches to learning. Included were: faculty directed seminars which include brief residencies and periods of independent study; individual learning contracts carried out with the guidance of a mentor; cross registration at other accredited graduate institutions; a practicum or field study; and directed distance learning. Each program will enable students to: develop the professional skills needed to advance in their careers; broaden their understanding of the policy-making process and of the relevant policy issues

in their field; and increase their awareness of the conflicting values and choices in contemporary society (ESC, Master of Arts Program Brochure, revised edition, May 1984).

A collegial decision-making style added collective energy to the evolving program design and resulted in a high degree of commitment from the faculty involved. The participatory planning process, though somewhat difficult to coordinate and fully implement, helped in evolving an experience for students that capitalized rather well upon the expertise and professional experience of the faculty. Some trial and error was a necessary part of the process. By focusing full attention on the Policy Studies seminar, the area Chairs and the faculty successfully established the basic format for the residency, carried out the educational tasks, and brought the students to a very satisfying level of performance in the contract work completed. Overall, the initial design for the Introductory Phase served well the objectives of the students and the program goals of the faculty.

Goal Complexity, Ambiguity, and Clarity. The issue of goals has numerous aspects and subtleties enmeshed within it: What are the goals of the program? How are the students' goals met? What expectations of performance are conveyed in the academic goals? and so on. At the general level of program conceptualization, program goals may be stated clearly although somewhat abstractly. In the SED proposal and in the FIPSE grant proposal, the program goals were set forth in a language that gained consensus and support for the Master's program. In the design of the program as reflected in the Introductory Phase experience, a greater goal specificity occurred. Goals were set forth in introducing students to the program, in the language of the Policy Studies contract, in mentor-student discussions, in the way the residencies operated, and in the evaluation of student work at the end of the

term. The topic of appropriate educational goals, program goals, student goals, faculty goals, and so on is far more complex, ambiguous, and difficult to analyze than can be done in a summarizing section of this report. Yet we do want to illustrate the issue of goals with one example that may help the thinking and planning for the future.

We wish to address the goal issue in terms of the purposes and expectations for the residencies. In the information sent to the students and in the design of the Policy Studies contract, the goals for the residency were:

> -- Introduce the student to the general concept of Policy Studies and its application to the field of business, or labor, or culture.
>
> -- The student will begin to plan a program for an M.A. in the area chosen.
>
> -- Lectures by members of the faculty and outside experts will be given on such subjects as the nature of Policy Studies, policy analysis, and policy issues in the particular area. Thus the student will be presented with an analytical framework for policy study.
>
> -- The student will prepare and make a brief presentation at Residency II on a policy topic selected in discussion with the mentor, and engage in group discussions of the policy theme (in each area) and of policy analysis in general. In addition, the student will prepare a second paper on a policy problem in the student's own organization or industry.
>
> (Graduate Program Model Contracts for Each Area, January 1984.)

In addition to these educational goals for students and faculty, there were other important goals involved in the first term: introduction of two case studies, (the second one at Residency II was very complex and brought Business and Labor students together) as major activities at the residencies themselves; and the curricular goals embodied in the FIPSE proposal as appropriate for this new model of graduate education.

From the student's viewpoint, the number and complexity of goals were great, the academic expectations were high, the pace and demands of the first term, especially the residencies, were substantial, and the interaction with faculty and with other students was intense and stimulating. Perhaps all this is as it should be. Yet, the residencies lasted three and one-half days and presented students with an often taxing and strenuous environment in which to sort out how their educational goals and their emerging degree programs would meet their needs within the Master's program context.

To handle six or seven demanding educational goals within the residency structure seemed to strain the student's abilities and energy level as well as fragment the faculty's efforts to keep the program coherent and challenging. Any three or four goals in themselves should be enough to satisfactorily serve the educational requirements of the residency component. Therefore, research staff believe that the program planners need to carefully think through the purposes of the residency in relation to the purposes of the Policy Studies Seminar. They should more carefully specify the kinds of activities that sustain those purposes as well as establish the structure of the residencies that set expectations for student performance.

Recommendation 1. Educational Purposes of the Policy Studies Seminar and the Residencies

That the graduate program planners carefully set forth and limit the educational purposes for the Policy Studies seminar so that the students have a clear understanding of those purposes. Activities and academic expectations set for the students should also be clearly stated and understood.

Importance of Outside Consultants and Participants. A very important structural feature of the Policy Studies seminar is the use of outside speakers, special participants, and consultants during the residencies. The first term experience drew heavily upon such individuals: Dr. Herbert Gutman, a member of the Graduate Council and a distinguished historian, delivered the inaugural Policy Studies lecture. Other members of the Graduate Council attended different sessions of both residencies. Three outside evaluators (Roger Keeran, Stephen Stamos, and Clark Everling) served as a panel to review student presentations at the Congressional Hearing at Residency II. The Congressional Hearing Case Study was originally the idea of Roger Keeran. Professor Keeran and Professor David Hakken, have been serving as curricular consultants in the Labor Studies program.

Use of such "outside experts" serves many functions for the new graduate program: providing nationally recognized expertise on policy issues; providing students with an opportunity to learn first hand from such experts, thereby enriching their programs considerably; providing independent views of how well such outsiders see the ESC program working; stimulating the ESC faculty who may work jointly with the outsiders on common activities; and adding to the educational quality of the entire enterprise. Not only are these outsiders a welcome addition for the reasons cited above, but they also embody a basic feature of the program, that of interinstitutional cooperation and sharing of resources. Furthermore, members of the Graduate Council have suggested that regularly drawing upon such outsiders provides a continuous way to assess and to review the quality of the program and will contribute to the preparation for eventual accreditation. Thus, the graduate program is off to a good start in the first term and we recommend that outsiders be regularly invited to contribute to the development of the graduate program.

Recommendation 2. Use of Outside Lecturers, Evaluators and Consultants

That the Graduate Dean regularly invite outside lecturers, evaluators and consultants to participate in the graduate program.

Blending the Non-Traditional and the Traditional in a New Model. The ESC Master's Program is designed to link certain nontraditional and traditional features in a new program model attractive to mid-life and mid-career adult students (Graduate Education: A Model for Reform and Improvement, 3/28/83, page 14). It is important to restate those features as they were reflected in the design of the graduate program during the Introductory Phase of the program. Those most important features are summarized below:

Degree Content: Strong integration between theoretical study of policy and advanced study for professionals in business, labor, and culture.

The ESC 36 credit program has three phases: introductory which includes a policies studies seminar (6 credits) and a research methods component (3 credits); an emphasis phase (21 credits) where students concentrate on acquiring professional skills and knowledge in a particular field; and a summative phase which includes a culminating activity (thesis, practicum, or field study) where students pursue an in-depth study of an important policy issue.

Program Individualization: Beyond the requirements of two core seminars and the emphasis areas each requiring a minimum of appropriate knowledge, each student develops an individual degree plan under the guidance and approval of a faculty panel.

Modes of Instruction:	Flexibility in time, place and mode of instruction. Students are required to attend residencies but the majority of academic work is accomplished through guided independent study. Cross registration in SUNY graduate courses is possible, but the program is not classroom based.
Residency Requirements:	Attendance at each term's residency is required but scheduling is flexible through guided independent study to meet the educational needs of working adults.
Academic Resources:	Core faculty from ESC plus wide range of faculty expertise drawn from SUNY and other institutions. Students have access to SUNY and CUNY library facilities through inter-institutional agreements.
Governance:	A new statewide interinstitutional Graduate Council, appointed by SUNY's Chancellor, determines the policies of the program, sets admissions standards, evaluates academic quality and makes recommendations regarding how well the program is meeting the objectives set for graduate education at ESC.

These key features of the ESC program provide a unique configuration of traditional and nontraditional elements in graduate education. A central evaluation question posed for ESC is: How well will these features work in the program's operation to insure a high quality education for adults? Although this report focuses only on the Introductory Phase experiences and is not intended to answer this central evaluation question, initial findings and impressionistic views of the program indicate that the first term, the Policy Studies seminar, worked well in meeting students' educational objectives and the program's concern for ensuring quality academic performance by those students.

One question worthy of comment, after the first term experience, concerns the nature, amount, and duration of student interaction with faculty and peers. Since the ESC program is not classroom or campus based, is the participation and interaction at the residencies and with mentors over the 16 week term sufficient to provide students with needed instruction, answers to their questions, and cross-fertilization of ideas among peers? Research staff, on the basis of careful monitoring of first term experiences, think that the data collected show very high quality and frequent interaction among students and faculty, which at the minimum is equivalent to what occurs on a traditional campus in a given semester. The hours spent in two four-day residencies where students met with faculty and met with each other far exceeded the classroom hours a half-time graduate student would log on a traditional campus. The Congressional Hearing Case, for example, involved Business and Labor students in very intense and very lengthy group discussions and preparations for testimony before the Subcommittee. Research staff called 50 percent of the students during the term and asked about the frequency and substance of meetings with their mentors. Almost unanimously, students reported not only frequent discussions with their mentors but very meaningful and sustained academic discussions. Research staff also talked with a sample of faculty and found that no student was left uncontacted during the course of the term.

Recommendation 3. Integrating Program Goals and Student Objectives

That the Graduate Dean, Area Chairs and Faculty continue to develop the program in ways that fuse the best features of traditional and non-traditional education so that students' educational objectives are well met and high standards of academic performance are maintained.

Although the climate of both residencies and the spirit of the participants was positive and enthusiastic, there was a need for a common transition experience at the close of Residency II. The powerful educational experience of the Congressional Hearing was especially significant for the Business and Labor participants, but the final lunch (many students decided to leave before lunch) did not serve to integrate the educational and social experiences of all those involved in the residency. There is a need for a common coming together which serves the educational and psychological purposes of wrapping up the Policy Studies Seminar, as well as launching the next phase of studies. Therefore, an activity which builds off the group feeling generated in the residencies and makes the transition to the next phase of study should be carefully considered for all participants.

Recommendation 4. A Common Transitional Experience for Residency Participants

That the Graduate Dean, Area Chairs, and Faculty consider a common transitional experience for participants in the Policy Studies Seminar to sum up the Seminar as well as to prepare students for the Emphasis phase of their programs.

B. The Graduate Students

Students enrolled in the graduate program were generally highly motivated, responsible adults with long records of achievement at a variety of levels in very different areas. In the program, the students were taken from more limited perspectives toward global points of view. The diversity of the students' needs, interests, and backgrounds, combined with the variety of learning activities, allowed for many opportunities for rich interaction in the program.

Participants were attentive to one another, and efforts were made to understand and to share feelings and experiences. The general climate was a friendly one. Exceptions occurred when anxiety levels were especially high or pervasive; for example, in the Congression Hearing/case study at Residency II.

There was a strong desire among members of the group to continue relationships. Some students were meeting in small groups independently in their home regions, which extended the program experience and the sense of community. In sum, the students benefited in many ways during the Introductory Phase of the program. Repeated surveys by research office staff showed that students were generally well served by their learning experiences, challenged by the demands of the program, and excited by the possibilities presented in a new model of graduate education.

In section III E of this report, we addressed the issue of student progress during the first term. Fifteen out of 42 students (36%) did not have their evaluation of the first term work in the graduate office files by September 1, some four months later. Although there may be valid reasons why the paperwork is not there, research staff are aware of several cases where students have completed their work but have not yet received a written evaluation. Because of the educational significance and senstivity of late paperwork for the graduate program, research staff think that the Graduate Dean should take appropriate action as indicated in Recommendation 5.

Recommendation 5. Appropriate Action on Student Progress in the Program

That the Graduate Dean take appropriate steps to determine why paperwork is late (evaluating contracts, etc.) and initiate action in those cases where College policy is not being followed.

C. Program Implementation - the Curriculum

Curricular Focus. Given the curricular possibilities that could be developed within the overall design of the graduate program, the creation of the graduate curriculum and its embodiment in the Introductory Phase activities takes on special meaning. Choices had to be made and plans put into practice. Faculty teams working under the guidance of area Chairs and the graduate program administrators met throughout the summer and fall of 1983 to shape the curriculum and design the Policy Studies seminar.

Faculty decided that each program area would have a thematic focus and the Seminar would be structured around that focus. Business faculty chose industrial policy, Labor faculty chose plant closings and Culture faculty chose urban culture and urban policy in modern America. Many of the activities at the residencies were carefully planned to reinforce students' attention on the themes selected. In addition to the readings, for example, the movies selected and discussed at the residencies included: Angi Vera, an ambivalent, sophisticated recounting of a young women's political and personal education in the newly communized Hungary of 1948 (this film won the International Critic's Prize at the Cannes Film Festival, 1979), Salt of the Earth, a semi-documentary recreation of an actual year-long strike of Mexican American zinc miners (a 1954 film); Controlling Interest, a film depicting the nature and operations of multi-national corporations, and The Business of America which addresses the issue of whether the traditional American business system can reverse our industrial decline and provide for the economic and social needs of all Americans. Faculty-led discussions of the films focused on the relation of the films to the Policy Studies themes and on the reactions of students to what they saw. The case studies used in Residency II for Business and Labor students deliberately incorporated the themes of those

areas as did the opening assignment used for Cultural Studies students. The idea of policy themes for each area provided a pedagogical focus and a strategic way to bring students, faculty, and the curriculum together, integrating professional studies with more liberal education components.

An issue to consider for future curricular decisions, however, is whether the graduate program as a whole wants to develop a distinctive policy studies curricular focus, and how it will seek to implement it. In a discussion of the Policy Studies field at the Spring meeting of the Graduate Council, Warren Ilchman recounted the history of Policy Studies developments, citing the Ford Foundation's initiatives in grants to ten major universities to establish formal policy programs in the 1960's. Historically, Policy Studies has included a heavy social science tradition, taking a problem-focused orientation in the 1930's, a process orientation in the 1950's, a focus on purpose during the Great Society era of the 1960's and early 1970's and most recently on performance and productivity, according to Dr. Ilchman. In discussing the national and international focus of policy analysis at the Harvard Institute on Government, Princeton's Woodrow Wilson Center and similar centers at the University of California at Berkeley, at Michigan and at Wisconsin, Ilchman described why the Rockefeller College for the Study of Policy and Public Affairs (SUNY-Albany) decided to focus on New York State as a way to create a distinctive focus. In looking at where the field of Policy Studies is going, if the College desires to create a distinctive academic program, Ilchman urged ESC to consider the local level (local government and local public problems) as a focus of study. (Warren Ilchman, Presentation to the Graduate Council, May 3, 1984).

Since most of the adult students attracted to ESC's program to date live and work in various communities across the state, and since ESC's faculty

working with such students also are spread across the state in regional centers, it might be worth considering the local level as an academic focus in policy studies. Furthermore, since the mid-1970s the federal government has been deregulating many agencies and disengaging from public policy formation at the national level and returning to the states and local governments responsibility for public service and public functions.

> Recommendation 6. Distinctive Curricular Focus for Graduate Program
>
> That the Graduate Dean, Area Chairs, and Faculty discuss more fully the curricular focus of the graduate program to determine whether or not ESC wants to create a distinctive program focus.

Degree Requirements. Another issue to be considered in planning next steps in the curriculum concerns the appropriate level of entering students' knowledge for the emphasis area chosen for study. For example, students seeking admission to the Business Studies program but lacking undergraduate course work in management theory, micro and macro economics, statistics, research methods, accounting, and computer skills have been admitted to the program but pose special advising and planning challenges for the faculty in order to bring these students up to an acceptable level of performance needed for the degree. When an adult has been out of the academic environment for a number of years, it may be necessary to update some basic courses of study because of the rapid rate of change and obsolescence of knowledge. One way to handle the question of particular content deficiencies is to create comprehensive contracts which include catch-up undergraduate studies along with the regular graduate level studies. Perhaps the faculty need to consider

that those students, properly notified, will have to take additional course work beyond the 36 credits required for the graduate degree. Research staff have now completed curricular reviews of Master's programs in business administration, public administration, and labor/management (a survey of cultural studies programs is underway). The labor/management review, for example, contains an introduction describing the basic questions raised, excerpts from six individual programs (Baruch--CUNY/Cornell, MIT, Cornell, New School for Social Research, Rutgers, University of Wisconsin), analysis and commentary, and an appendix of course descriptions for each program (Crandell, ORE, 1984). These curricular reviews show other MA programs with varying credits required for the degree, depending in part upon the preparation of the entering student. For example, SUNY-Albany has a 36 to 52 credit graduate program leading to a Master of Business Administration degree, conditional upon how well prepared the entering student is for doing the graduate work required for the particular degree. A series of introductory modules, with accompaning credit up to a total of 16 credits, are offered in the fall semester. Students may waive introductory courses based upon previous completion of equivalent coursework.

> Recommendation 7. Review of Degree Requirements
>
> That the Graduate Dean, Area Chairs, and Faculty review the requirements for the Business, Labor and Culture degrees to determine whether the present 36 credits of study is adequate to serve the kinds of students entering the program.

Maintaining an International Perspective. Although not formally stated as a major program goal, the inclusion of an international perspective on Policy Studies has occurred in the activities of the first term. At the fall

1983 meeting of the Graduate Council, the issue of an international perspective on policy studies was introduced. The Council endorsed the idea and expressed its concern that the program incorporate international perspectives and activities as appropriate. Policy studies, especially those themes of plant closings and industrial policy chosen by the Business and Labor faculty, have enormous international aspects and consequences. The cases used, the readings assigned, the films shown, and the discussions held by faculty and students have touched upon some of the international dimensions of policy problems. Several of the first term students work for internationally-based companies and hold positions involving overseas travel and work assignments. By singling out this issue as a important outcome, research staff want to call attention to the importance of the international perspective and to commend the program for the number of ways this perspective was addressed during the first term.

> Recommendation 8. Maintaining an International Perspective
>
> The Graduate Dean, Area Chairs, and Faculty should continue to consider ways to incorporate an international perspective on Policy Studies during subsequent development of the curriculum and subsequent term activities.

D. Program Implementation - The Residencies

It is clear that the residency experiences were highly motivating and valuable for participants. There was an obvious intent to meet the needs of students with the program activities, as evidenced by the efforts and the contributions made by staff and students in presentations and discussions. The commitment of the ESC staff gave the residencies a special style. The

faculty established a momentum that grew over time into a charged atmosphere. Schedules were generally filled to overflowing. Tensions related to making oral presentations helped to create a dynamic environment.

The multiple and often conflicting goals and constituencies in such an event as a residency make it difficult to orchestrate, especially with the time and financial constraints. Care must be taken to avoid overload or oversatiation in a residency situation which can result in fatigue, wandering attention, disintegration of an activity, or tune out. A regular orientation component for students new to the system might also be considered. It is important not to lose sight of the students' need to feel a sense of successful achievement at one level before continuing on to a new level of aspiration.

It is important also to state emphatically that the first term residencies were a success and that the lessons learned can inform and contribute to the even greater effectiveness of subsequent residencies.

Recommendation 9. Design of Residencies and Appropriate Activities

The Graduate Dean, Area Chairs, and Faculty need to conceptualize carefully the purposes of the residencies, plan the appropriate activities to meet those purposes, and schedule those activities in a manner that stimulates and challenges students and faculty. Given the new format of future residencies, the orchestration of the residency experience as a crucial component in a student's program is a pressing and paramount administrative and faculty task.

V. CONCLUSION

Alfred North Whitehead once said:

> The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without experience. Pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience. (Whitehead, 1929, p. 98)

The challenge and the task of those involved in the creation, development, and implementation of a new graduate problem seem close to what Whitehead saw as the task of a university. The need to "weld together imagination and experience" in a learning environment sparked the creation of a new model of graduate education. In line with Empire State College's mission to experiment and to create, the first steps have now been taken to breathe life into a new model of graduate education, a model that endeavors to build upon the strengths of the best in traditional and non-traditional education. Empire State College's Master of Arts program, at this early stage of development, represents an intriguing combination of both imagination and experience aimed at serving the educational needs of today's adult learner.

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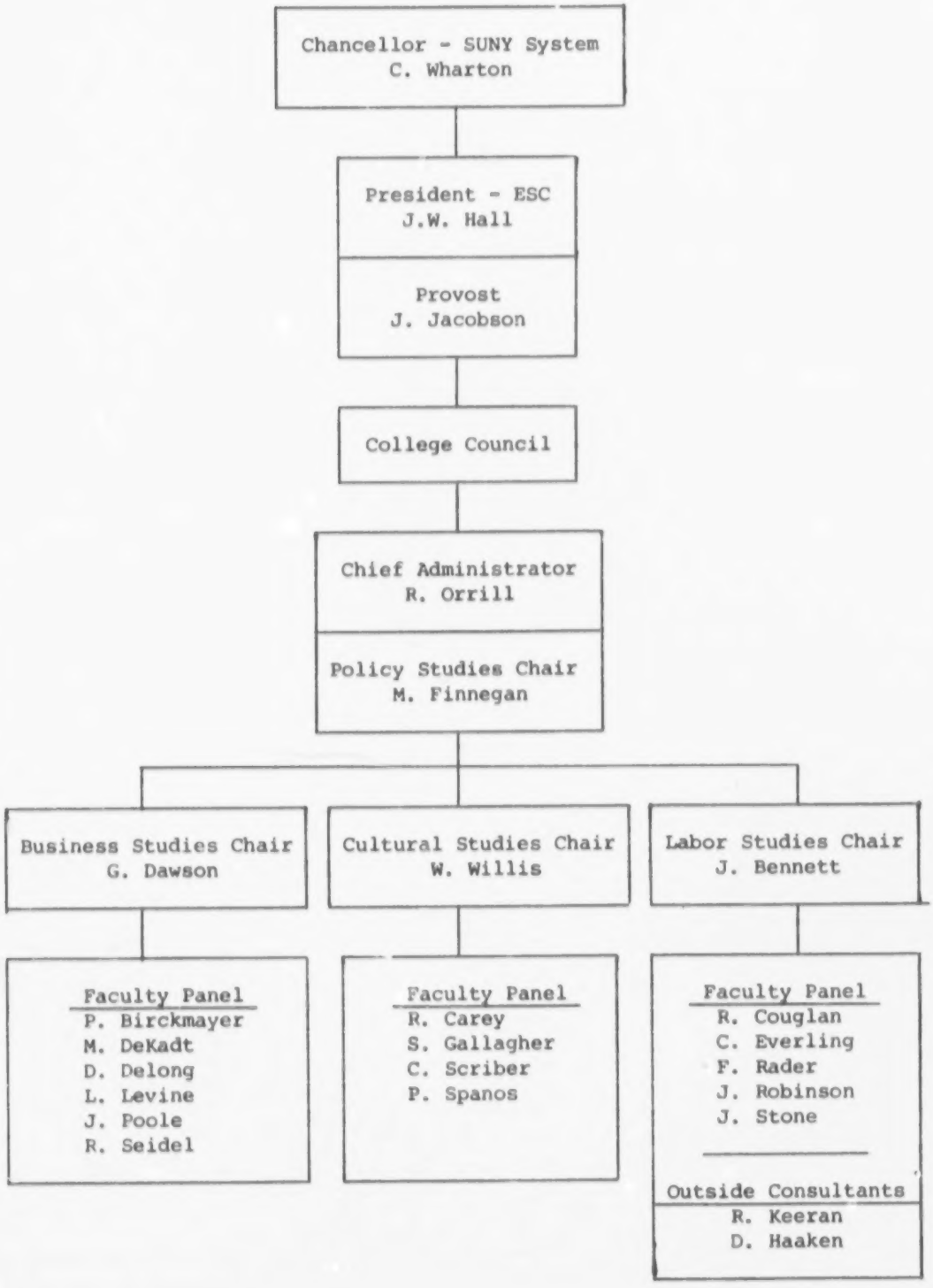
APPENDIX A

Empire State College Graduate Council

Kenneth T. Abrams	Empire State College Dean, Metropolitan Regional Center
George Dawson	Empire State College Mentor, Long Island Regional Center
Richard E. Dwyer	Empire State College Dean, Center for Labor Studies
Sidney Gelber	State University of New York at Stony Brook Professor of Philosophy
Lois S. Gray	New York State School of Industrial and Labor Relations Associate Dean and Director of Extension and Public Service
Herbert Gutman	City University of New York Graduate Center Professor of History
James W. Hall	Empire State College President
Warren Ilchman	State University of New York at Albany Director, Rockefeller Institute of Government
John Jacobson	Empire State College Provost, Vice President for Academic Affairs
Robert Lekachman	Herbert H. Lehman College Distinguished Professor of Economics
Frederick B. Mayo, Jr.	Empire State College Mentor/Coordinator, Hudson Valley Regional Center at Mid-Hudson
Robert Orrill (Chair)	Empire State College Assistant Vice President for Academic Development
George Schnell	State University of New York College at New Paltz Professor of Geography
John Urice	State University of New York at Binghamton Director, MBA Arts Program and Center for the Arts

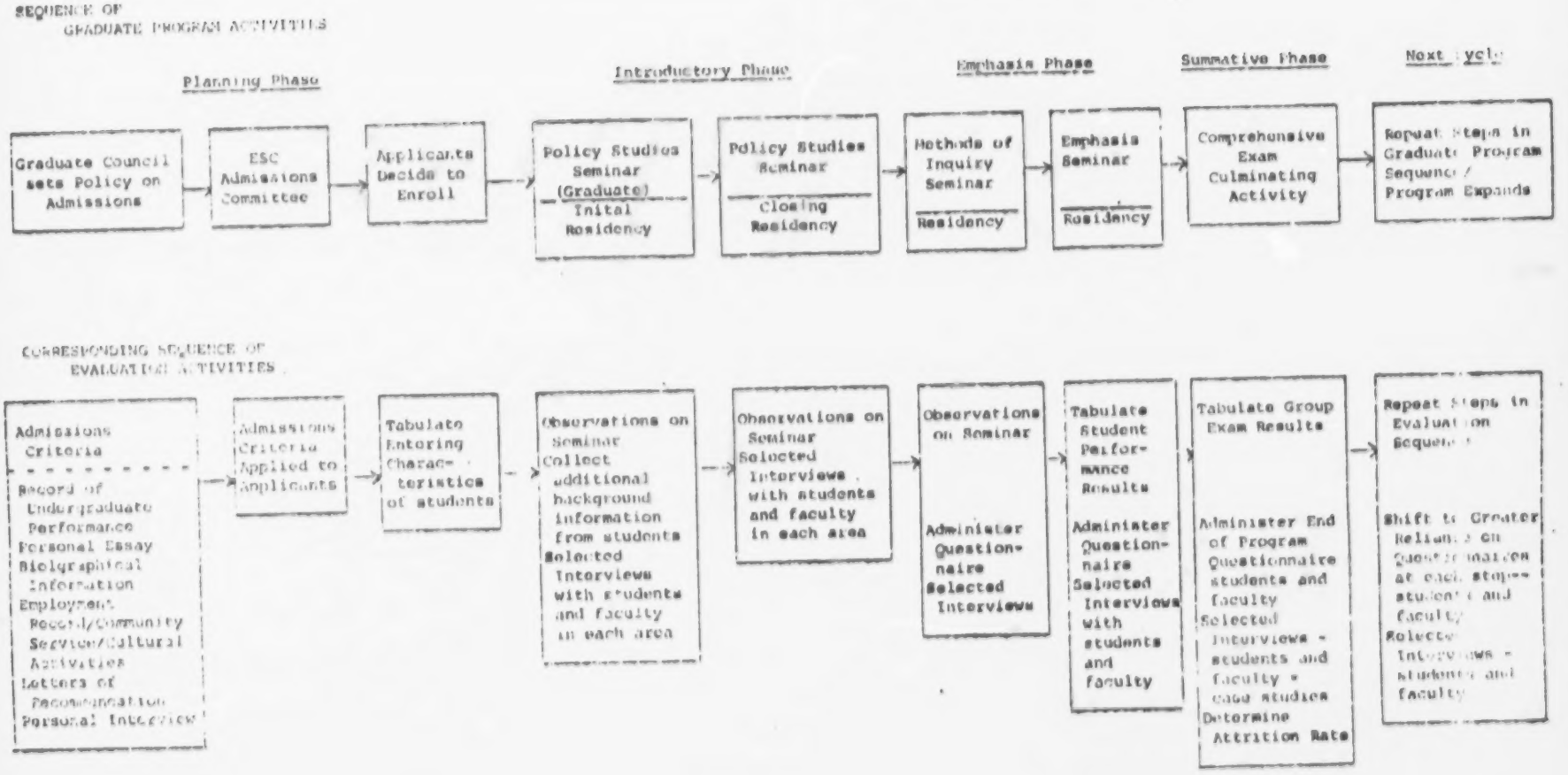
APPENDIX B

Graduate Program Organization Chart



APPENDIX C

Figure 4: EVALUATION STRATEGY FOR FIPSE PROPOSAL


SEQUENCE OF GRADUATE PROGRAM ACTIVITIES
Planning Phase
Introductory Phase
Emphasis Phase
Summative Phase
Next Cycle
Graduate Council sets Policy on Admissions
ESC Admissions Committee
Applicants Decide to Enroll
Policy Studies Seminar (Graduate) Inital Residency
Policy Studies Seminar Closing Residency
Methods of Inquiry Seminar Residency
Emphasis Seminar Residency
Comprehensive Exam Culminating Activity
Repeat Steps in Graduate Program Sequence / Program Expands
CORRESPONDING SEQUENCE OF EVALUATION ACTIVITIES
Admissions Criteria
Record of Undergraduate Performance
Personal Essay
Biographical Information
Employment Record/Community Service/Cultural Activities
Letters of Recommendation
Personal Interview
Admissions Criteria Applied to Applicants
Tabulate Entering Characteristics of students
Observations on Seminar
Collect additional background information from students
Selected Interviews with students and faculty in each area
Observations on Seminar
Selected Interviews with students and faculty in each area
Observations on Seminar
Administer Questionnaire
Selected Interviews
Tabulate Student Performance Results
Administer Questionnaire
Selected Interviews with students and faculty
Tabulate Group Exam Results
Administer End of Program Questionnaire students and faculty
Selected Interviews - students and faculty - case studies
Determine Attrition Rate
Repeat Steps in Evaluation Sequence
Shift to Greater Reliance on Questionnaires at each step - students and faculty
Selected Interviews - students and faculty

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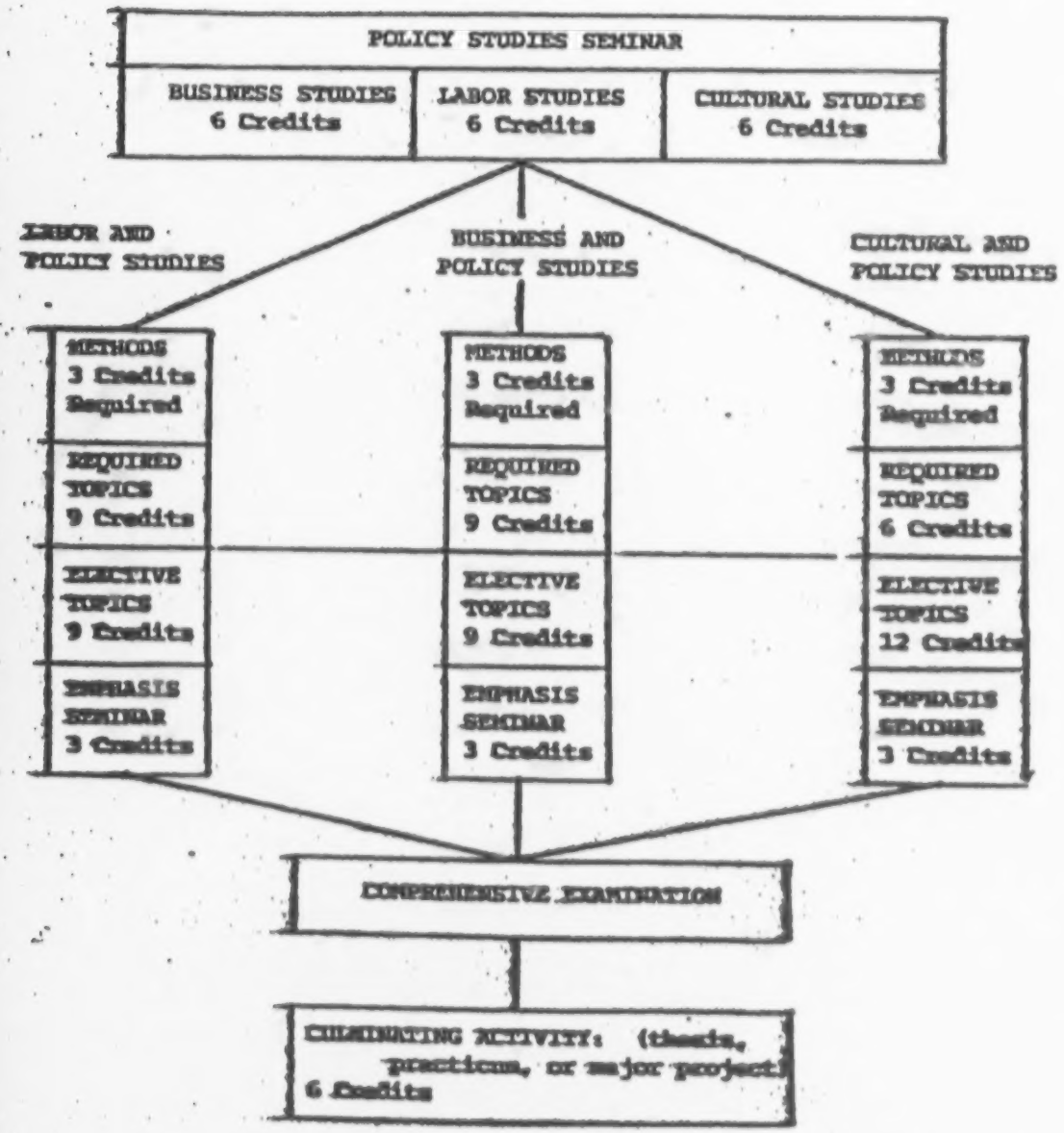
APPENDIX D

Academic Program Framework



Source: Empire State College, "Graduate Education: A Model for Reform and Improvement," March 1983, p. 6a.

APPENDIX E

EMPIRE STATE COLLEGE
GRADUATE PROGRAM

POLICY STUDIES SEMINAR

SPRING 1984

Residency Schedule

January 28 - 31, 1984

Daily schedules for the three program groups of Business, Labor and Culture are listed on the following pages. The evening activities shown here are common to all Residency participants.

EVENING PROGRAMS

SATURDAY - 7:30-9:30 PM ... Lecture Hall

Introductions - Robert Orrill, Chair of Graduate Council and Program Administrator

Welcome to Participants - James Hall, President - Empire State College

Inaugural Graduate Lecture

"Public Policy: History and the Black American Family"
Herbert Gutman, Professor of History - The Graduate Center, City University of New York

Discussion

At the close of his lecture, Professor Gutman has agreed to respond to questions and comments. A panel of Seminar faculty will introduce questions to begin the discussion period.

Faculty Panel

John Bennett - Chair, Labor Studies
George Dawson - Chair, Business Studies
Marianne Finnegan - Chair, Policy Studies
Wayne Willis, Chair, Cultural Studies

* * * * * * * * * * * * * *

EVENING PROGRAMS (cont.)

Sunday - 7:30-9:00 PM ... Lecture Hall

Film: Angi Vera - introduced by Marianne Finnegan, Chair of Policy Studies

Director: Pál Gábor, Hungary, 1979. An ambivalent, sophisticated, recounting of a young woman's political and personal education in the newly communized Hungary of 1948.

Won International Critic's Prize at Cannes Film Festival 1979. Won "Gold Hugo" at the Chicago Film Festival in 1979 for best picture and Gold Plaque for best actress.

(Group discussions of Angi Vera are scheduled for Monday morning.)

* * * * * * * * * * * * * *

Monday - 7:30-9:00 PM ...

Informal student networking - groups to be assigned.

Group I	Seminar 3/4
Group II	Lower Beta Mtg Rm.
Group III	Lower Beta Small Meeting Room

Most study in the remaining weeks of the Policy Studies Seminar, and in the graduate program as a whole, will be pursued through independent study guided by mentors on an individual basis. This manner of study fits the needs and schedules of busy adults with various work and family responsibilities. Nevertheless, maintaining contact with fellow students you have met at the residency can be both interesting and helpful as you continue to study toward the master's degree.

During this final evening of the residency, therefore, we have arranged for groups of students across all three programs to meet and talk informally. By exploring common interests, you can begin to build a mutual resource network that will inform and enliven your graduate studies.

* * * * * * * * * * * * * *

DAILY SCHEDULE — BUSINESS PROGRAM

SATURDAY

12:00-1:00	Registration	Main Building
1:30-2:30	Opening Session - Orientation Robert Orrill, Chair of Graduate Council and Program Administrator John Jacobson, Provost - Empire State College	Lecture Hall
2:30-3:30	Introduction to Business and Policy George Dawson	Lower Beta Meeting Room
3:30-4:30	Discussion of Readings Business Faculty	Lower Beta Meeting Room
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:30	Evening Program* Inaugural Graduate Lecture	Lecture Hall

SUNDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:00	Seminar Faculty Meeting	Seminar 3/4
10:00-12:00	Working Groups - Case Studies Dawson, DeKadt . . . . . Beta Lounge Seidel, Pool . . . . . Lower Beta Small Mtg Rm Birckmayer, Levine . . . . . Library	
12:30-1:30	Lunch	Dining Room
1:30	Discussion of Industrial Policy and The Next American Frontier	Lower Beta Mtg Rm
3:30-5:00	Students - Study Time	Individual Rooms or Beta Lounges
3:30-5:00	Business Faculty Meeting	Lower Beta Small Mtg Rm
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Film - Angi Vera*	Lecture Hall

*See Evening Program descriptions.

MONDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:30	Policy and personal values - discussion of film	Lower Beta Mtg Rm
1:00-12:30	Working Groups - Case Study Preparation	
	Dawson, DeKadt	Lower Beta Mtg Rm
	Pool, Seidel	Lower Beta Small Mtg Rm
	Birckmayer, Levine	Library
12:30-1:30	Lunch	Dining Room
1:30-2:30	Policy Issues and Research Methods in Business - Dawson	Lower Beta Mtg Rm
2:30-5:00	Individual student work on case presentations	Individual rooms or Beta lounges
	Individual student/mentor conferences, as scheduled	Lower Beta Mtg Rm, Small Mtg Rm, and Library
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Informal student networking*	to be assigned
7:30-9:00	Individual student/mentor conferences, as scheduled	Lecture Hall, Library

TUESDAY

8:00-9:00	Breakfast	
9:00-11:30	Case study presentations - all business students	Lower Beta Mtg Rm
11:30-12:30	Evaluation of Residency	Lower Beta Mtg Rm
12:30-1:30	Lunch	Dining Room
	ADJOURN	
1:30-2:30	Individual student/mentor conference time available, if needed	Lower Beta Mtg Rm, Small Mtg Rm, Library

- -

2:30-3:30	Seminar Faculty Meeting	Seminar 3/4

*See Evening Program descriptions.

DAILY SCHEDULE — LABOR PROGRAM

SATURDAY

12:00-1:00	Registration	Main Building
1:30-2:30	Opening Session - Orientation Robert Orrill, Chair of Graduate Council and Program Administrator John Jacobson, Provost - Empire State College	Lecture Hall
2:30-3:30	Introduction to Labor and Policy J. Bennett	Seminar 3/4
3:30-4:30	Labor Studies, Policy Studies, and Policy Analysis - J. Stone	Seminar 3/4
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:30	Evening Program - Inaugural Graduate Lecture*	Lecture Hall

SUNDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:00	Seminar Faculty Meeting	Seminar 3/4
10:00-11:00	Researching Policy Questions C. Everling and J. Bennett	Seminar 3/4
11:00-12:00	Labor Seminar Topic: Plant Closings The Socio-Economic Framework R. Coughlan	Seminar 3/4
12:30-1:30	Lunch	Dining Room
1:30-4:30	Corporate Policy - C. Everling	Seminar 3/4
	U.S. Union Policy - J. Stone	Seminar 3/4
	International Public and Union Policy J. Bennett	Seminar 3/4
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Film: Angi Vera*	Lecture Hall

*See Evening Program descriptions.

DAILY SCHEDULE LABOR PROGRAM (cont.)

MONDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:30	Policy and personal values: discussion of film	Seminar 3/4
10:30-	Public Policy: Concepts and Complications - J. Robinson	Seminar 3/4
12:30-1:30	Lunch	Dining Room
1:30-3:00	Case Study: Textiles - J. Bennett	Seminar 3/4
3:30-5:00	Case Study: Steel - C. Everling	Seminar 3/4
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Informal student networking*	to be assigned
	Individual student/mentor conferences, as scheduled	Lecture Hall, Dining Room

TUESDAY

8:00-9:00	Breakfast	Dining Room
	Film: Controlling Interest	Seminar 3/4
9:00-11:30	Individual student/mentor conferences, as scheduled	Beta Lounge, Library, Dining Room
11:30-12:30	Summary and Review of Residency	Seminar 3/4
12:30-1:30	Lunch	Dining Room

ADJOURN

1:30-2:30	Individual student/mentor conference time available if needed	Lecture Hall

- -

2:30-3:30	Seminar Faculty Meeting	Seminar 3/4

*See Evening Program descriptions.

DAILY SCHEDULE — CULTURE PROGRAM

SATURDAY

12:00-1:00	Registration	Main Building
1:30-2:30	Opening session - Orientation Robert Orrill, Chair of Graduate Council and Program Administrator John Jacobson, Provost - Empire State College	Lecture Hall
2:30-4:30	Introduction to Culture and Policy: "Meanings of Culture" - Cultural Studies Faculty	Seminar 2
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:30	Evening Program - Inaugural Graduate Lecture*	Lecture Hall

SUNDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:00	Seminar Faculty Meeting	Seminar 3/4
10:00-12:00	A Cultural Consideration of One's Own Life - S. Gallagher	Seminar 2
12:30-1:30	Lunch	Dining Room
1:30-3:00	Social Institutions as Molders of Culture - W. Willis	Seminar 2
3:30-5:00	Cultural Visions and Norms: Their Influence upon Policy Formulations - M. Spanos, S. Gallagher	Seminar 2
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Film: Angi Vera*	Lecture Hall

*See Evening Program descriptions.

DAILY SCHEDULE — CULTURE PROGRAM (cont.)

MONDAY

8:00-9:00	Breakfast	Dining Room
9:00-10:30	Policy and personal values: discussion of film	Seminar 2
10:30-11:30	Visual Environment of the City C. Scriber	Seminar 2
11:30-12:30	Comparative National Studies of Culture W. Willis	Seminar 2
12:30-1:30	Lunch	Dining Room
1:30	Policy Formation within Cultural Institutions - C. Scriber	Seminar 2
3:00	Issues of Cultural Policy in Modern America - W. Willis	Seminar 2
5:00-6:00	Social Hour	Beta Lounge
6:00-7:00	Dinner	Dining Room
7:30-9:00	Informal student networking*	to be assigned
	Individual student/mentor conferences, as scheduled	Seminar 2, Dining Room, Library

TUESDAY

8:00-9:00	Breakfast	Dining Room
9:00-11:30	Degree Program Planning	Seminar 2
11:30-12:30	Summary and Review of Residency	Seminar 2
12:30-1:30	Lunch	Dining Room

ADJOURN

1:20-2:30	Individual student/mentor conference time available if needed	Library

- -

2:30-3:30	Seminar Faculty Meeting	Seminar 3/4

*See Evening Programs descriptions.

Residency Participants

Graduate Students

Arthur R. Aldrich
Ronald M. Battista
Kenneth R. Belfer
Deborah A. Botch
Mary Ellen Brennan
Robert W. Butler
Anthony Cangelosi, Jr.
David E. Church
Teresa M. Costanzo
Laurence R. Davis
Kenneth J. Deedy
Sharon M. DiSarro
Ellen W. Duffy
Robert W. Farstad, Jr.
Edwin M. Field
Gerald J. Figurilli
Robert G. Harrington
Thomas J. Hekl, Jr.
Thomas M. Hogan
Hattye E. Howard
Judith G. Hunter
Rosemary Kaman
Kathy Ann King-Griswold
Edgar Marvin
Salvatore Mazzara
Carlyle E. McKetty
Zoe Myers
Terrence E. O'Leary
Benny P. Palazzo
Richard J. Philbin
Barbara J. Principato
Warren Savage
Joseph M. Schroeder
Robert Schwartz
Vincent J. Sheehan
Oscar Smith, Jr.
Earline Thomas
Paul E. Thorn
John VanInger
Ralph Walash
Philip S. Way
Michael A. Weber
Brede Woods
Linda M. Yost

APPENDIX D

"Cultural Considerations of My Life"

Space has been described as an intuitive, three dimensional field of everyday experience; intuition as knowing without the use of rational process--immediate recognition. For me, this translates into the 'Old Neighborhood.'

Geographically, the old neighborhood can easily be identified, but it has been aptly described as not so much a place as a state of mind. It is located in South Buffalo which is simply an extension and expansion of the old neighborhood, a.k.a. the 'Ward,' or the 'old 1st Ward' or, as the less well informed outsiders might say, 'Irish South Buffalo.' It came into being as a result of the early waves of Irish immigration to America. Many came to Buffalo directly, others worked their way here on the Erie Canal. They settled near the waterfront and if someone did not make them policemen, they became tugmen on the Lake, scoopers in the grainmills, shipyard workers and later, workers in the steel mill. No matter what their primary occupation was, all were politicians of one kind or other. It is here that the building trade unions began - among them the operating engineers, ironworkers, and pile drivers.

Notwithstanding the tremendous hardships these good people endured in seeking out their livelihoods, class distinction was very real. The two main categories being 'shanty' and 'lace curtain.' To this day there are vestigial remains of this quaint form of snobbery throughout the larger area of Irish South Buffalo. In the early days of the Ward, the non-Irishman risked the wrath by trying to settle in the neighborhood. To attain acceptance then was difficult, if not impossible. Then, to be anything but Catholic, Democrat and a union member was anathema! Indeed, there are also vestigial remains of this mentality still existent. Time and maturity have tempered these attitudes to the point that, notwithstanding your name or ethnic origin, to live in South Buffalo is, somehow, to be Irish.

No matter where we live, we all carry a part of the old neighborhood with us. Many descendants of the early families still remain in the original family homes - never to leave. Those of us who return to visit will always find friends and relatives and always a sense of belonging.

At first glance in traveling through the Ward, things seem little changed. However, there are more vacant stores, and from the outside, the homes, or cottages, are perhaps a little more shabby. The air is clearer and cleaner since the steel mill and most of grain mills are closed: fewer lake freighters are seen in port. Walking through the neighborhood, you notice a subtle change in odors. When once one smelled the heavy fumes from the plant and the acrid aroma of grain being milled, mixed with the homey scent of briny corned beef and cabbage, the sharp, pungent smell of chili sauce simmering, today we catch a whiff of tacos, soul food, sometimes even the exotic aromas of Lebanon and Arabia.

Intellectually, I must admit the Ward has changed, but as someone said, 'not so much that St. Patrick's Day doesn't make New York's Eve look like a Tuesday afternoon nap!' In my minds-eye, however, the old neighborhood can never change. Here it was that so many of us, directly or indirectly, learned the vices and virtues of life. The values, especially the good ones shared with us by those long gone - the charlady, the cop, the 'good' sisters, the Friars, the bartender, stand us, certainly me, in good stead today and give me something of value to share with those who come behind me.

There's a bawdy song we often sing when we're tipping a few. It ends like this:

I'm as proud as the Lord
I was born in the Ward
Down in the Old Neighborhood.

M. Joseph Schroeder
Empire Graduate Program

January 29, 1984
Stony Point, NY

APPENDIX G

EMPIRE STATE COLLEGE
GRADUATE PROGRAM

POLICY STUDIES SEMINAR

SPRING 1984

Residency Schedule

April 26 - 29, 1984

DAILY SCHEDULE BUSINESS PROGRAM

THURSDAY

1:00-2:00	Registration	Main Building
2:00-3:30	Introduction Research Methods George Dawson	Lecture Hall
3:30-5:00	Introduction to Business/ Labor Case Problem Bob Orrill	Library
5:00-6:00	Social Hour	Lounge
6:00-7:00	Dinner	Dining Room
7:15-	"The Business of America" Documentary Film	Lecture Hall
	Film Discussion George Dawson	Lecture Hall

FRIDAY

9:00-10:30	Policy Analysis Dennis DeLong, Lester Levine	Library
10:30-12:30	Case Problem: Small Group Meetings	Main Bldg, Lounges
12:30-1:30	Lunch	Dining Room
1:30-5:00	Individual Student Presentations	Library

Group I

Philip Way	Steel and Federal Environmental Guidelines
Kathy King-Griswold	Public Health Policy: The Food and Drug Law, The Cosmetics Industry
Robert Butler	Control vs Competition: AT&T and Federal Anti-Trust Policy
Rosemary Kaman	Public Utilities: Policy in Historical Perspective
Brede Woods	Access Policy and the Telephone Industry

DAILY SCHEDULE — BUSINESS PROGRAM

FRIDAY (cont.)

1:30-5:00	Individual Student Presentations	Lecture Hall
	Group II	
	Vincent Sheehan — Policy within an Electronics Company	
	John VanIngen — Policy Change and Bulova Watch	
	Ralph Walash — Chrysler and Federal Reindustrialization Policy	
	Carlyle McKetty — Community Based Service Organizations: Change or the Status Quo	
	Kenneth Belfer — Public Policy and Jobs in Brooklyn	
6:00-7:00	Dinner	Dining Room
7:15-	"Salt of the Earth" Herbert Biberman	Lecture Hall
	Film Discussion Dennis DeLong	Lecture Hall

SATURDAY

9:00-10:30	Policy Analysis Dennis DeLong, Lester Levine	Library
10:30-12:30	Case Problem: Small Group Meetings	Main Building and Lounges
12:30-1:30	Lunch	Dining Room
1:30-5:00	Individual Student Presentations	Library
	Group I	
	Linda Yost — Reindustrialization and the Auto Industry	
	Mary Ellen Brennan — Power Elites and Reindustrialization	
	Gerald Figurilli — Dunlop and International Industrial Policy	
	Warren Savage — The Miranda Law	
	Lawrence Davis — Nuclear Policy	
	Teresa Costanzo — The Bottle Bill	

DAILY SCHEDULE — BUSINESS PROGRAM

SATURDAY (cont.)

1:30-5:00	Individual Student Presentations	Lecture Hall
	Group II	
	Ronald Battista — An Analysis of Industrial Policy	
	Buddy Mazzara — Education and Industrial Policy	
	Anthony Cangelosi — American Industry and the Policy of Robotics	
	Edwin Field — Government Policy and the Hospital Industry	
	Ellen Duffy — Prospective Payment and Cost-Effective Medicine	
	Thomas Hogan — To be announced	
5:00-6:00	Graduate Faculty Meeting	Seminar 3-4
6:00-7:00	Dinner	Dining Room
7:30-9:30	Small Group Meetings with Panelists	As scheduled

SUNDAY

9:00-12:00	Business/Labor Case Problem: The Congressional Hearing	Library
12:00-12:30	Summary and Evaluation	
12:30-1:30	Lunch and Adjourn	

DAILY SCHEDULE LABOR PROGRAM

THURSDAY

1:00-2:00	Registration	Main Building
2:00-3:30	Introduction Study in Required Topics John Bennett	Library
3:30-5:00	Introduction to Business/Labor Case Problem Bob Orrill	Library
5:00-6:00	Social Hour	Residence Lounges
6:00-7:00	Dinner	Dining Room
7:15-8:30	"The Business of America" Documentary Film	Lecture Hall
8:30-	Group Discussion of Film John Bennett	Seminar 3-4

FRIDAY

9:00-10:30	Individual Student Presentations	Seminar 3-4
	Terrence O'Leary — Retrenchment in SUNY and Office of Mental Health Rehabilitation	
	Richard Philbin — Retrenchment in SUNY and Upstate Medical Center	
10:30-12:30	Case Problem: Small Group Meetings	Main Bldg. Lounges
12:30-1:30	Lunch	Dining Room
1:30-5:00	Individual Student Presentations	Seminar 3-4
	Paul Thorn — Plant Closings: Impact of the Bottle Bill in New York	
	Robert Harrington — Plant Closings in Syracuse	
	Earline Thomas — Closing of Olin Water Products Plant in New York City	
	Kenneth Deedy — Plant Closings: The Meat Packing Industry in Albany	
	Hattye Howard — Closing of Naval Hospital: Cause and Methods	
5:00-6:00	Social Hour	Residence Lounges
6:00-7:00	Dinner	Dining Room
7:15-	"Salt of the Earth" Herbert Biberman	Lecture Hall
	Film Discussion Judy Stone	Seminar 3-4

DAILY SCHEDULE LABOR PROGRAM

SATURDAY

9:00-10:00	Mentor/Student Conferences	As scheduled
10:00-12:30	Case Problem: Small Group Meetings	Main Bldg, Lounges
12:30-1:30	Lunch	Dining Room
1:30-5:00	Individual Student Presentations	Seminar 3-4
	Robert Farstad — Layoffs at General Electric	
	Sharon DiSarro — Layoffs at Ford	
	Ben Palazzo — Impact on Community: Changes of Employee Patterns in Kodak-Rochester	
	Zoe Meyers — ILGWU & ACTWU: The Effect of Plant Closings on Two Unions	
5:00-6:00	Graduate Faculty Meeting	Seminar 3-4
6:00-7:00	Dinner	Dining Room
7:30-9:30	Small Group Meetings with Panelists	As scheduled

SUNDAY

9:00-12:00	Business/Labor Case Problems: The Congressional Hearing	Library
12:00-12:30	Evaluation	
12:30-1:30	Lunch and Adjourn	Dining Room

DAILY SCHEDULE — CULTURE PROGRAM

THURSDAY

1:00-2:00	Registration	Main Building
2:00-5:00	Discussion of Assigned Readings Robert Carey	Seminar 3-4
5:00-6:00	Social Hour	Residence Lounges
6:00-7:00	Dinner	Dining Room
7:15-	"The Business of America" Documentary Film	Lecture Hall
	Film Discussion Wayne Willis	Residence Lounge

FRIDAY

9:30-12:00	Individual Student Presentations	Lecture Hall
	David Church — Newburgh: Restoration in Progress	
	Barbara Principato — The Sense of Community	
12:30-1:30	Lunch	Dining Room
1:30-4:30	Individual Student Presentations	Seminar 2
	Joseph Schroeder — to be announced	
	Edgar Marvin — Social Knowledge in the Novel	
4:30-	Cultural Studies Faculty Meeting	Seminar 2
5:00-6:00	Social Hour	Residence Lounges
6:00-7:00	Dinner	Dining Room
7:15	"Salt of the Earth" Kenneth Biberman	Lecture Hall
	Film Discussion Margaret Spanos	Lounge

DAILY SCHEDULE CULTURE PROGRAM

SATURDAY

9:00-12:00	Individual Student Presentations		Seminar 3-4
	Judith Hunter	The Cultural Context of Educational Policy and Practice in the 1960's	
	Arthur Aldrich	Images of Modernism: A Multi-media Presentation	
12:30-1:30	Lunch		Dining Room
1:30-5:00	Individual Student Presentations		Seminar 2
	Deborah Botch	The Albany Civic Center: Symbol and Structure	
	Robert Schwartz	Styles of Urban Analysis	
5:00-6:00	Graduate Faculty Meeting		Seminar 3-4
6:00-7:00	Dinner		Dining Room
7:30-	Policy: Concepts and Definition Bob Carey		Seminar 3-4

SUNDAY

9:00-11:00	Student/Mentor Conferences	As scheduled
11:00-12:00	Summary	Seminar 3-4
12:00-12:30	Evaluation	
12:30-1:30	Lunch and Adjourn	Dining Room

APPENDIX H

Midwestern Conference of Mayors

Good morning members of the House:

Much of the country is in economic decline and disarray. This is particularly evident in the floundering urban giants where a vast exodus of jobs and human resources are eroding the tax bases and crumbling the structures of our cities. In Detroit alone 1 of every 3 residents now receives some type of public assistance. We cannot approach these problems with band-aid remedies. The industrial sectors that built these great cities are changing rapidly and in some cases are disappearing. The violent wretching taking place in the bowels of our cities are the symptoms of this great rotting disease attacking our industries. As mayors of these cities we must reverse this trend and attract jobs from appropriate industries. The vast human resources we hold need to be revitalized. We cannot do this alone. The key lies in the development of the appropriate legislation to encourage the rebuilding of our cities. We cannot hope to do this alone with unemployment rates for 12% and up. We have a tremendous base of displaced skilled and semi-skilled workers looking for jobs. We have enormous plant capacity collecting moth balls. What we don't have is the proper legislation which would make it attractive to industries to move into these plants, to take advantage of our work force. We feel that the Kemp-Garcia Free Enterprise Zones Bill can provide the necessary framework, with a few revisions, to revive our ailing cities. As mayors of large midwest cities we feel uniquely qualified to bring together representatives of industry and labor to plan for the revitalization of old declining industry and the introduction of new industry.

We feel the purpose of the bill should be to encourage the economic recovery and reindustrialization in economically depressed urban areas by providing a favorable investment environment and by fostering conditions that will expand employment in the targeted enterprise zones.

In the first section of the bill we would like to borrow a part of the first section of the Dodd/Conyers bill concerning the guarantee of loans, subsidies and grants overseen by the National Free Enterprise Board. This board should be composed of representatives from labor, business and government. This national board will also oversee the local boards under mayoral leadership and also consisting of labor and business leaders. The local boards will actually be responsible for the planning and administration of these zones. It is the local leaders who know what is needed most in their locale.

In the second section of the bill the creation of urban and rural enterprise zones would allow for industry within the zone, the following privileges:

1) Elimination of capital gains taxes associated with new investments. These new investments should emphasize job creation. We do not want a form of "paper entrepreneurialism" where the investments are only shuffled around on pieces of paper with no real jobs created.

2) 50% of all income earned would be sheltered from taxation. But 25% of the tax dollars saved must then be plowed back into research and development, employee benefits and retraining.

3) Industries would receive tax credits for hiring displaced workers. Part of these tax credits would be matched by federal funds for the retraining of these older, displaced workers.

4) We would also create a voucher system for the unskilled and chronically unemployed. Vouchers good for one year's reimbursement of this workers wage would be assigned to him or her. This would require federal funds.

5) We would call for the development of regional centers which would be responsible for the targeting of loans, subsidies, etc. For example, the Midwest Regional Center would be responsible for the allocation of these federal monies to our cities. The fiscally troubled cities with vacant industrial facilities and high unemployment would be the special target of these funds.

6) We cannot go along with section 2.d., of this bill as the unions, and rightly so, will not support the hiring of cheap labor while their unemployed are still screaming for jobs. We would support a wage subsidy during the training/retraining period. Fifty percent of the workers' wages while in training will be matched by federal funds.

7) We also need to provide a long term incentive so industries can see some benefits down the road. For those industries in the zone who stay 5 years, starting in the sixth through tenth years, they will be allowed a 20% corporate tax write off each of those five years.

Also borrowing from the Dodd/Conyers bill we feel plants should provide one year's advance notice of plant shut downs and layoffs involving 50% or more of the work force. We need to encourage companies to plan with the municipalities and to give cause as to why it must shut down in order that problems can be addressed and even perhaps prevent the shut down. As concerns the rest of Dodd/Conyers we feel it does not encourage investment in the urban areas or that it comes too close to the realm of collective bargaining.

In conclusion, it must be emphasized that the actual planning in these free enterprise zones must be carried out by the local municipalities. It is the urban areas that must deal with the decaying tax base and they need federal assistance. The union benefits and the unemployment benefits have run out on many of our workers. There is a tremendous burden on our welfare roles. Our cities have the proper labor force, the physical plant capacities. What we now need are the proper incentives for industries to move in and provide the jobs.

The Chairman of the Subcommittee, a moderate Democrat from an ethnically diverse district in Pittsburg, expressed surprise at the Midwest Mayors support of the Kemp-Garcia bill and asked why? The Mayors responded by citing the attractive features of the free enterprise zones and the anticipated effects such zones would have upon big city workers such as lower rates of unemployment and a reduction in the high costs of unemployment compensation (at $32,000 per worker). Again the Chairman asked the mayors how they would sell such a proposal to their own constituency? He expressed the view that if you take a conservative bill like Kemp-Garcia and attach liberal amendments to it (from Dodd/Conyers) you are likely to lose Republican votes and not get enthusiastic support from the Democrats. At this point the ranking minority member representing a suburban Long Island district and considered a liberal Republican interjected the comment that the free enterprise zone idea is a good one and the proposed board represents a responsible center for decision-making.

The evaluation panel member reviewing the Mayors' presentation provided these comments:

I will begin by responding to comments made by some members of the group as well as to your presentation. I do this because this, for me, goes to the very heart of the learning experiences involved here.

As often happens in the worlds of business and labor, you were asked to research, analyze, and present a crucial assignment within a short time. In this case, you needed to understand and appreciate the interests of the people (midwestern mayors) whom you were representing. You needed to understand the constituencies they served, the impact of and reasons for plant closings in their communities, and their predominant Democratic Party loyalties. They are in cities which relay very much upon federal monies. This is true regardless of which party is in power in Washington. A look at several examples of these attitudes and needs, as described in several of your readings, demonstrates this.

In taking any position, therefore, you must first of all understand the interests of the participants involved in that position. This is looking at things as they are and understanding that first. The interests of participants may be changed and transformed and seen in new ways but they don't go away. If you wish to, for example, argue for Friedman's economics, you must

address the constituents who vote for you, national allies such as the Mahoning Valley coalition, liberal Democrats and organized labor. You must be capable of explaining to them how their interests will be served. The rhetoric that this means "real jobs" (i.e. private sector) "won't get it." Their experience and thinking must be addressed and responded to. They are very unlikely to change their views which are based upon hard earned knowledge.

If on the other hand, you wish to reject the above groups as allies, then you must decide who is going to vote for you for reelection. It is unlikely that you can run as a Republican since there are several of those party members anxious for the chance. If you wish to modify your proposals to catch both conservatives and liberals, good luck. Most likely you will fail to attract either, as I suggest you do here.

All this goes to say, that policy analysis does not consist of deciding first of all whether one endorses Friedman or Bluestone. It begins with an understanding of whose interests are served by what approaches. Winning the adoption of a political position is possible only by having a political base which supports that position or can be persuaded to support it. That is why midwestern mayors act as we usually see them and Chrysler executives appear as they do.

Your experience, and mine, in this exercise was intense, conflicted, and required a good deal of thought. I hope that you found it useful, especially in learning to assess issues and assess viewpoints critical of your own. Certainly, in any world, even the classroom, none of us can succeed very well or very long without such assessments.